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ABSTRACT

An elementary school teaching unit uses a visit to a one-room schoolhouse to increase student awareness of what pioneer schools were like. The first section consists of pre-visit activities and teacher preparation suggestions. A description of an early pioneer school is followed by six activities designed to make the visit more authentic. Activities include an interview with someone who attended a one-room school, traditional poetry recitations, copybook assignments, student-made pioneer lunch pails, and pioneer recipes. The second section gives the agenda for a day in a one-room school. Students reenact a typical pioneer school day, participating in penmanship, spelling, geography, history, arithmetic, games, literature, and art lessons. The final section presents outdoor environmental awareness activities including a forest footprint identification exercise, bingo game, tree identification charts, crossword puzzle, outdoor observation activity, and outdoor poetry and vocabulary exercises. Although the document describes a vist to a school house in Black Hawk Park (Iowa), the unit can be easily adapted to any one-room school. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (LH)

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THE LITTLE RED SCHOOLHOUSE

A Guide for Teachers

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THE LITTLE RED SCHOOLHOUSE

A Guide for Teachers

by

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OVERVIEW

These materials have been prepared with the hope you will find them concise, helpful and fun! A visit to the one room school for a day by our area school children will help to preserve a part of our heritage and be a fitting experience for our twentieth century, space-age children. We hope to make it as authentic as possible.

Much planning and research has gone into the project by a great many people. We feel these activities should be adaptable to your teaching style. If learning centers are your "thing" they can be organized and used in that way. Some of the activities, like learning the games and songs, are planned for your use before the visit.

The following schedule and curriculum for the actual day at the school house is specific in subject matter but flexible in the presentation. We encourage you to make adjustments accordingly; however, please remember the time restrictions and physical facilities. A sample letter is included that could be sent home to the parents preceding their child's visit to the schoolhouse.

RATIONALE

We feel that our children will have varying concepts of what life was like 100 years ago. First we will assess their knowledge and feelings about a one room schoolhouse. Then through group discussions or learning centers and the classroom presentation we hope they will become more aware of what early schools were like. As they help prepare materials and learn typical songs and games they should start noticing differences and similarities between old and newer schools. During their participation in a fairly authentic day in a one room school the children will observe and experience what a school day was probably like 100 years ago. Back in their own classrooms in evaluation activities or learning centers they will share thoughts and feelings, compare past with present and explore ideas about schools of the future.

BOOKLET ORGANIZATION

This booklet is organized in three sections: (1) Pre-activities and Teacher Preparation; (2) The Day in the One Room School; (3) Outdoor Environmental Awareness Activities. A complete Table of Contents follows this Overview.

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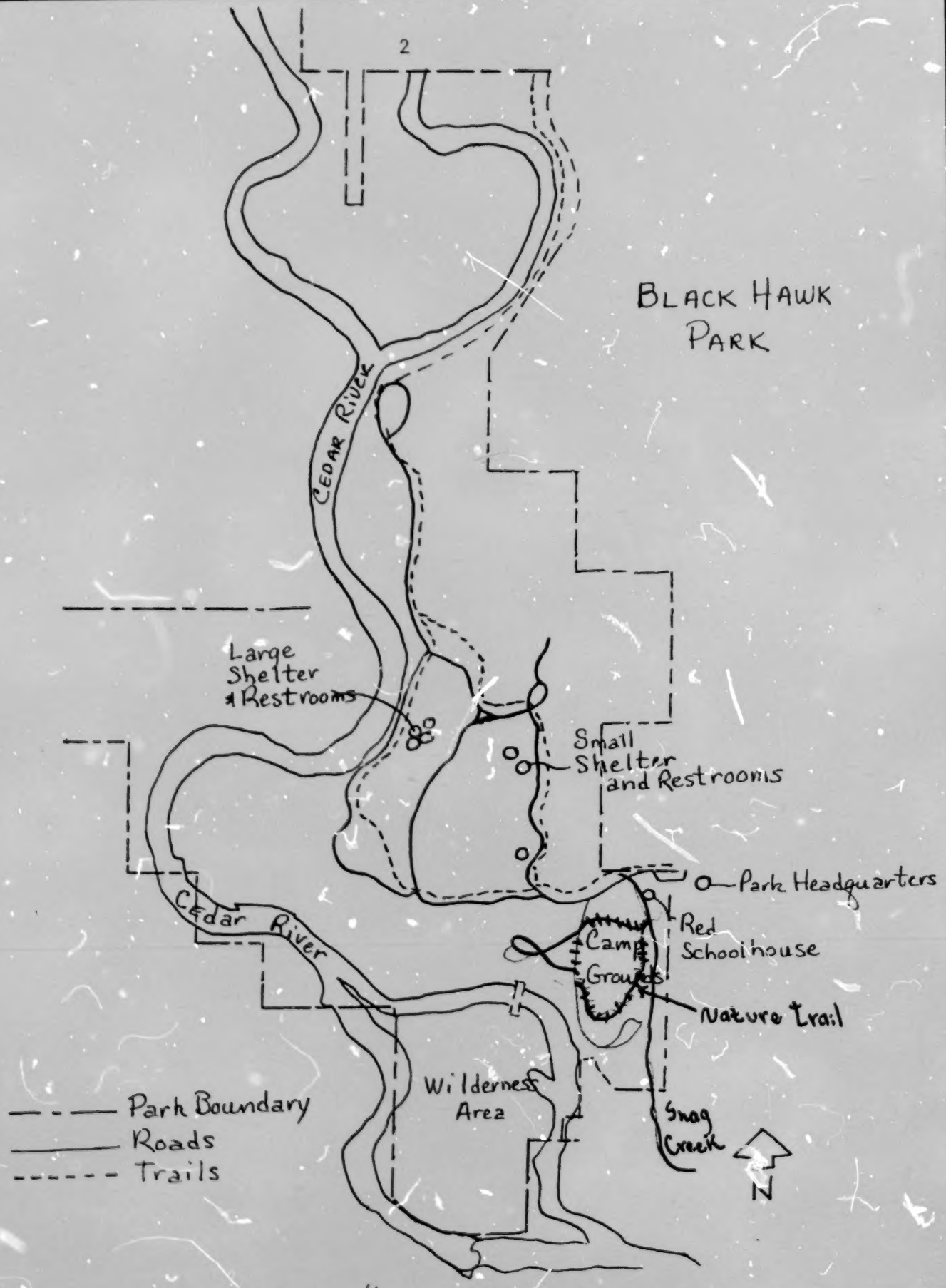
PRE-ACTIVITIES
AND
TEACHER PREPARATION


BLACK HAWK PARK
CEDAR RIVER
Large Shelter & Restrooms
Small Shelter and Restrooms
Park Headquarters
Red Schoolhouse
Camp Grounds
Nature Trail
Cedar River
Wilderness Area
Snag Creek
Park Boundary
Roads
Trails
N

SAMPLE

_____ School
Date

Dear Parents,

Your child will have a visit for a day at the one room Little Red Schoolhouse which has been restored as authentically as possible by the Cedar Falls Schools in cooperation with the Black Hawk County Conservation Commission. In searching for an appropriate Bicentennial project, Cedar Falls Teachers felt that restoring this historical old schoolhouse would help preserve a part of America's heritage for generations of school children.

Our children will have many opportunities to participate in unusual learning experiences. For this visit we are beginning to make plans. We'd like you to know about them and also ask for some assistance, especially in preparing lunch for your child in keeping with the day. We'll be making "lunch" pails from large shortening or coffee cans. Please save one or two! Some of us will try to dress, as far as possible, in clothing worn in the 1880's to 1900's. Your child may wish to wear a long skirt or bib-overalls or jeans and suspenders!

_____ School will visit The Little Red Schoolhouse on _____. You will be hearing more as plans develop.

Thank you,

_____
Teacher

DESCRIPTION OF SCHOOL

1. The Little Red Schoolhouse was built in 1909 and was purchased in Bennington Township by the Black Hawk County Conservation Commission and moved to Black Hawk Park, Cedar Falls in 1968.

2. The following items will be found inside the schoolhouse:

   a. A schoolmaster desk

   b. A school clock

   c. Pictures of George Washington and Abraham Lincoln

   d. Flag

   e. World Maps

   f. Globe

   g. Slates

   h. Bucket and dipper

   i. Pot belly stove

   j. Books and book case

   k. Pupils desks

   l. School bell

   m. Crockery water cooler

   n. McGuffey Readers Grades 1-6 (Conservation Commission Office)

   o. Webster's Blue Spellers

   p. Lamps

   q. Piano

   r. Victrola

3. Some of these items are subject to change and there will be items added to the collection as the schoolhouse is in operation.

BENNINGTON SCHOOL

When the first settlers in early days arrived in their communities, they built three things in this order: first they built a home, a schoolhouse and then their church. The schoolbuilding soon became the center of cultural life in the community. At one time there were 9,000 rural schools along Iowa's country roads. All have been victims of school consolidation within the district. In 1966 a state law wiped out the last of these one room schools.

Bennington #5 was located in the center of Bennington Township and was therefore known also as Center School. It was located 4 miles east of Highway #63 on the Dunkerton Road and then 2 miles north. It was near St. John's Lutheran Church. The school was built in 1909 to replace an older building at that location. In 1966 this school was sold by Donald Sage for $1,000 to the Black Hawk County Conservation Board. It was moved to its present location in Black Hawk Park in 1968. This historical building is equipped with blackboards, pot-bellied stove, old desks and books and other furnishings typical of its earlier days. Since the Conservation Board has acquired the school, it has been placed on a new block foundation and has a new roof. Different groups and individuals have worked on restoring the school but the most credit must go to the Cedar Falls Teachers who chose this restoration as their Bicentennial Project in 1976. The old school was originally white and was painted red last year. Since this school was in the center of Bennington Township, it was the one used for voting. All the voting records were kept in the little room where the water cooler is located now.

Today we take for granted modern schools with a varied curriculum taught by teachers who have degrees in their fields. In the old days the teacher took some "normal training" in high school and could then teach. The traditional 3 R's and Discipline were the most important concern of any teacher. When you taught in a country school you were mostly on your own. There was no principal to deal with unruly boys, nor any of the other school personnel all teachers work with nowadays. The teacher was the janitor carrying in coal and carrying out ashes as it was her responsibility to build the fires on cold days. The pupils would help by taking turns at duties such as: carrying in water, ringing the school bell, washing the blackboards, and clapping erasers to clean them. There were no buses so everyone walked to school or rode a pony. Who can forget the outhouses in place of tile rest rooms? It has been said that all country schools had a couple of good things behind them.

Teaching was one of the acceptable things for a girl to do years ago but there were strict guidelines. She couldn't smoke, drink, bob her hair, or date high school boys. She had to spend most of her weekends in the community where she taught and teach Sunday School. She couldn't dance or attend Sunday movies. If she married, her contract was revoked. Sometimes young ladies would marry during the year but keep the marriage a secret till June so they wouldn't lose their jobs. During the Depression many women teachers remained single because it was more important to have a steady job than to be married to a husband who might be unemployed.

We hope your visit here will bring you recollections of pupils walking along a county road carrying their lunch pails and books to a one room schoolhouse such as this. Do you recall the odor of sweeping compound, chalk dust, and bologna sandwiches and apples in the lunch pail which seemed to permeate all rural schools? The fourth 'R is Reminiscin'.

EARLY DAY DISCIPLINE

A description of the early pioneer schoolhouse would not be complete without an explanation of the discipline used during this period. The frontier, famous for its democracy and adventure seemed to view its school doctrine with a different sense of values and rules. The teacher was in charge and she or he was expected to enforce the rules and standards of the time. The teacher as well, was expected to have a flawless character with no social life that would blemish the character of a teacher.

The late 1800's was known as the time of the District School. The number of pupils to be accommodated was generally large and many times the class would be crowded but there was never any thought of just more than one teacher. Discipline was very important and the punishment depended upon the teacher. Some used their strength to persuade the offenders and others resorted to moral persuasion.

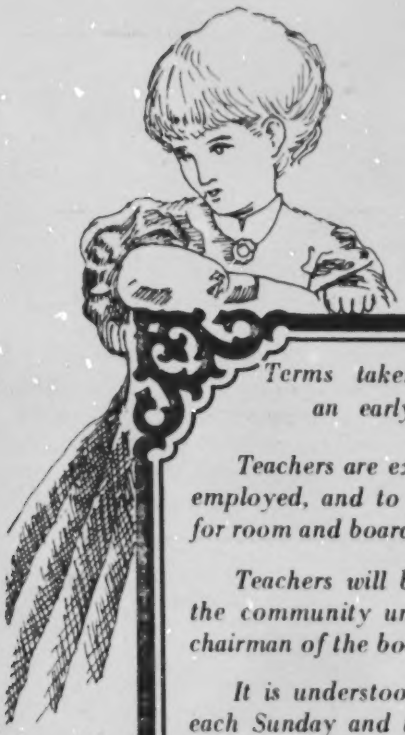
Children were made to stand in line and to march from class to class. Pupils had to stand in line in front of the teacher to recite; and in some classes they could not even smile or turn their heads. The children were told to "toe the mark" which means: Come to the front of the room, put your toes on the mark, make your manners with a bow and recite.

If the children broke one of the many rules there were many forms of punishment. Severity was held to be a virtue in a teacher rather than the contrary. Some parents were uneasy if the master was backward in applying the rod, and they inferred that the children could not be learning much.

A ferula, which was a rod or ruler 15-18 inches was used by the teacher on children who misbehaved. If they giggled, were inattentive, or recited poorly, they received three or four light blows on the meaty part of the palm. Really bad behavior was punished by sharp raps across the shoulders and back. Usually it was the older boys who received the whippings; girls were made to sit in the corner on a one-legged stool called the "uniped". Children were also sent to the cloakroom. In the early 1800's the bad behaved children were tied to the whipping post that was erected in the schoolroom floor and the offenders were whipped in front of their classmates.

Other forms of punishment were:

1. The dunce cap for pupils who did not recite well.
2. Loss of recess for those who were tardy.
3. Cleaning the floor if the pupil littered or spit.
4. Writing a sentence, "I will not ...," 100 times after misbehaving.
5. Standing with one's nose inside a circle drawn on the blackboard.
6. Worst of all, a boy made to sit by a girl if he misbehaved.



Terms taken from an early teaching contract

Teachers are expected to dwell in the community employed, and to take residence with local citizens for room and board.

Teachers will be required to spend weekends in the community unless permission is granted by the chairman of the board.

It is understood that teachers will attend church each Sunday and take an active part, particularly in choir and Sunday School work.

Dancing, card playing and the theatre are works of the Devil that lead to gambling, and immoral climate and influence.

Community plays are given annually. Teachers are expected to participate.

When laundering petticoats and unmentionables it is best to dry them in a flour sack or pillow case.

Smoking cigarettes, bobbed hair, dyed hair, short skirts and undue use of cosmetics will not be tolerated under any circumstances.

Teachers will not marry or keep company with a man friend during the week except as an escort to church services.

Loitering in ice cream parlors, drug stores, etc., is prohibited.

Purchasing or reading the Sunday Supplement on the Sabbath will not be tolerated.

Discussing political views or party choice is not advisable.

The above is in addition to regular attendance, being at school from eight til five, keeping all blackboards dusted and clean, sweeping floor, and have [sic] supervision of halls and playgrounds.

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12B / DES MOINES REGISTER

Nine Commandments for teachers, 1872

In the 1870s, teachers were not just teachers. They had to be saints as well, according to a set of rules Hawkeye read recently in the Doon Press. They were gleaned from the files of the South Dakota State Historical Society:

INSTRUCTIONS TO TEACHERS
Dakota Territory, September, 1872

1. Teachers will fill lamps, clean chimneys and trim wicks each day.
2. Each teacher will bring a scuttle of coal and a bucket of water for the day's use.
3. Make your pens carefully. You may whittle nibs for the individual tastes of children.
4. Men teachers may take one evening each week for courting purposes or two evenings a week if they go to church regularly.
5. After 10 hours in school, the teacher should spend the remaining time reading the Bible or other good books.
6. Women teachers who marry or engage in other unseemly conduct will be dismissed.
7. Every teacher should lay aside from his pay a goodly sum for his declining years so that he will not become a burden on society.
8. Any teacher who smokes, uses liquor in any form, frequents a pool or public hall, or gets shaved in a barber shop will give good reason for suspecting his worth, intentions, integrity and honesty.
9. The teacher who performs his labors faithfully and without fault for five years will be given an increase of 25 cents a week in his pay providing the board of education approves.

There was no 10th commandment, but if there had been, it no doubt would have said: *And on the 7th day, you may rest.*

PRE-VISIT ACTIVITIES

These activities may be used for discussion before or after the visit.

ACTIVITY I

Use these questions as discussion starters:

1. Have you seen the one room schoolhouse in Black Hawk Park?
2. Have you read any stories or seen any television shows about one room schoolhouses?
3. Do you know anyone who attended a school such as this? Let's make a list of what we know about a one room school.
4. Have the children draw a picture of what they think the outside of the school looked like. An inside picture of a schoolhouse.

ACTIVITY II

Divide the children into small groups and have each select a secretary. Each group should list the things in their classroom that they think would not be in a one room school of the 1880's. Have the groups come together and compare lists. They may add to or delete items from their lists. Collect them to review after the visit to the schoolhouse.

ACTIVITY III

Discuss who went to one room schools.

1. How many children do you think went to school?
2. What do you think their ages were and what grades were taught?
3. Do you suppose they lived near school like most of us do?
4. How do you think they got to school?
5. Did most children plan to go on to high school and college?
6. What do you think the teachers were like?

ACTIVITY IV

A. View film, Iowa Country School, Area 7, Film #3577, 1978 (or use as culminating activity).

B. Show slides, Little Red Schoolhouse, Area 7, Film # ____, 1981.

ACTIVITY V

Interview someone who has attended a one room schoolhouse. The interview sheet (p. 11) of this packet may be used if desired.

ACTIVITY VI

A. Make lunch pails (p. 19)

B. Make copy books (p. 15)

TEACHER PREPARATION

A. Copies to be made from packet (as needed). You may wish to make into booklets to be reused several years by your classroom.

1. Spelling; The Elementary Spelling Book (pp. 27-32).
2. Music; (pp. 33-37).
3. Reading; (pp. 38-56) or McGuffy readers can also be used from Black Hawk County Commission Office, Black Hawk Park, only one copy from each grade level available.
4. Math; (pp. 61-68).
5. Literature; (pp. 72-78).

B. Materials to be taken along:

1. For Geography: globe (old one in schoolhouse), piece of string, lantern or light, orange or ball (p. 57 Lesson).
2. For Games: (a) blind fold for Blindman's Bluff; (b) large hankie for Prop the Handkerchief; (c) buttons for Button, Button; (d) thimble for Hide the Thimble.
3. For Art: Take materials for projects of your choice: (a) Drawing (p. 79); (b) Silhouettes (pp. 80-81); (c) Border Designs (pp. 82-84).

C. Write the following on the blackboard at The Little Red Schoolhouse when you arrive:

1. Hand Signals (p. 25).
2. Nonsense Poem (p.60).
3. Math Problems (pp. 61-68).

Name _____

INTERVIEW of _____

1. When were you born? _____ Your age _____
2. Where were you born? _____
3. How many brothers? _____ sisters? _____
4. Father's job _____
5. Were you raised on a farm or in town? _____
6. What was your life like there?

7. What was your school like?

8. Did you graduate from high school? _____ college? _____
9. What do you remember about the depression?

10. What was your first salary?

11. How did you celebrate Christmas?

12. How did you celebrate the 4th of July?

13. How did you celebrate Easter?

14. How did you celebrate Thanksgiving?

15. How did you celebrate your birthday?

16. Do you have any hobbies or collections?

17. What do you remember about the presidents?

18. What was your first car?

POETRY

Poetry was recited orally, in unison, and with motions. You may want to have interested students learn some of these poems and possibly recite them during your day at the school. Possibly the reciting of these poems could be done in place of music. Each line being memorized in a sing song fashion that was practiced during this time.

THE SWING

by Robert Louis Stevenson

How do you like to go up in a swing,
Up in the air so blue?
Oh, I do think it the pleasantest thing
Ever a child can do!

Up in the air and over the wall,
'Til I can see so wide,
Rivers and trees and cattle and all
Over the countryside---

'Til I look down on the garden green,
Down on the roof so brown---
Up in the air I go flying again,
Up in the air and down!

THE CHILDREN'S HOUR

Between the dark and the daylight,
When the night is beginning to lower,
Comes a pause in the day's occupations,
That is known as the Children's Hour.

I hear in the chamber above me
The patter of little feet,
The sound of a door that is opened,
And voices soft and sweet.

From my study I see in the lamplight,
Descending the broad hall stair,
Grave Alice and laughing Allegra,
And Edith with golden hair.

MY SHADOW

I have a little shadow that goes in and out
with me,
And what can be the use of him is more
than I can see.
He is very, very like me from the heels up
to the head;
And I see him jump before me, when I
jump into my bed.

THE VILLAGE BLACKSMITH

by Henry Wadsworth Longfellow

Under a spreading chestnut tree
The village smith stands;
The smith, a mighty man is he
With large and sinewy hands;
And the muscles of his brawny arms
Are strong as iron bands.

His hair is crisp, and black, and long
His face is like the tan;
His brow is wet with honest sweat,
He earns whate'er he can
And looks the whole world in the face,
For he owes not any man.

Week in, week out, from morn till night,
You can hear his bellows blow;
You can hear him swing his heavy sledge,
With measured beat and slow,
Like a sexton ringing the village bell,
When the evening sun is low.

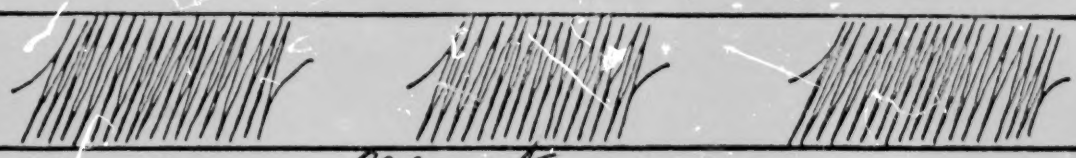
And children coming home from school
Look in at the open door;
They love to see the flaming forge,
And hear the bellows roar,
And catch the burning sparks that fly
Like chaff from a threshing floor.

Other suggestions of poems are:

1. "Hiawatha" - Longfellow
2. "Barefoot Boy" - Whittier
3. "In School Days" - Whittier
4. "Which Loved Best" - Joy Allison
5. "Who Has Seen the Wind" - Christina Rossetti
6. "Only One Mother" - George Cooper
7. "Twenty Froggies Went to School" - George Cooper

COPYBOOKS

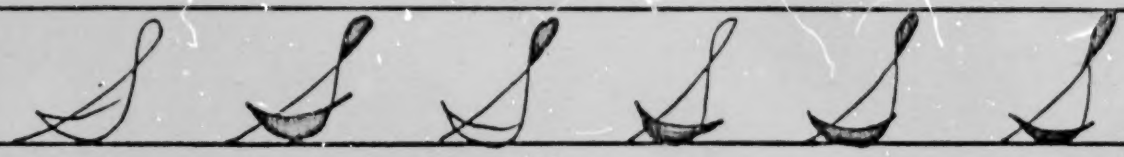
Each child will need a copybook to use at the Schoolhouse for penmanship and spelling practice. To make these run off the next three pages, cut on the dotted lines, and staple the nine pages together. The child could make a brown paper cover for the copybook. If you do not want to use staples, make holes and tie the book with string.



20 count

5 count

sss sss sss



Silence is golden.
Silence is golden

For generations children have taken their lunches to school. Pioneer boys and girls usually carried their noon meal in a tin syrup pail or lard can. A replica of these lunch pails can be made from a three pound shortening can or a large coffee can. If coffee cans are used they should be painted silver or covered with butcher paper. Punch holes in the can for the handle using a nail and hammer. A piece of wire or heavy twine is fastened through the holes for a handle. A scrap of cloth makes a cover. (An extra scrap of cloth will be needed for a slate rag.)

The lunch that the children take to the schoolhouse in this lunch pail should be as authentic as possible. Discuss this with your class, for example:

What do you think pioneer children took to school for their lunches?
Would city children have different foods than prairie children?
What fruits did they have? Why didn't they have oranges and bananas?
What was the food wrapped in?

Bring out the idea that pioneer lunches contained whatever there was in the house--there were no neighborhood grocery stores. Poor children sometimes took molasses or lard and sugar sandwiches or cold pancakes left over from breakfast.

Write the children's ideas on the chalkboard or chart paper so that they can be copies later and sent home.

EXAMPLE:

Sandwich (cheese, jelly, egg, or meat)
Hard-boiled egg (if soaked in beet juice it will turn pink)
Fresh fruits and vegetables (apples, pears, peaches, grapes, plums, carrots, cabbage wedges, tomatoes)
Cookies (made at school from authentic recipes)

or home

It is suggested that the lunch pails be made at least a week ahead of the trip and sent home with a note tucked inside telling the day the lunch is needed and ideas on what to put in it. Food should be wrapped in brown paper. Cookies can be placed in the lunch pails just before the bus arrives on the day of the trip. If possible each child should put a china or enamel cup in their lunch pail for water.

COOKIE RECIPES

LADY FINGERS – Rub a half a pound of butter (1 cup) into a pound of flour (1 quart), add half a pound of sugar (1 cup), grate in the rind of two lemons, and squeeze in the juice of one. Then add three eggs, make into a roll the size of the middle finger (it will spread in the oven to a thin cake, and bake. Dip in chocolate icing.

POPCORN BALLS –

3 quarts popped corn
1 cup dark molasses
1/2 cup sugar
1/2 cup water
2 tablespoons vinegar
1 tablespoon butter
1/4 teaspoon soda

Mix molasses, sugar, water, vinegar, and butter. Cook over a moderate fire without stirring until a "click ball" forms, when tested in cold water. Add soda and stir for 1 minute. Pour mixture over corn and allow to stand until cool. In the palms of hands press together into balls.

RAISIN COOKIES –

1 and 1/2 cups sugar
1 scant cup shortening
3 eggs, beaten
5 tablespoons sweet milk in which 1 teaspoon soda is dissolved
Pinch of salt
1 and 1/2 teaspoons each
Lemon and vanilla flavoring
1 cup finely ground raisins
5 cups flour

Cream sugar and shortening. Add beaten eggs and remianing ingredients. Roll out and cut. Brush with sweet milk and sprinkle with sugar. Bake at 350 degrees - 350 degrees.

RAISIN BREAD –

Unbaked pie crust
1 cup raisins
Sugar
Butter

Make a regular rich pie crust and roll out as for a pie. Put crust in pie pan. Take raisins that have been plumped in warm water. Spread them, one raisin deep, over the bottom of the crust. Sprinkle with sugar and dot with butter. Fold crust over to cover raisins. Bake in hot oven until raisins are soft, and the butter and sugar have melted into raisin juice. Cut in wedges. This pastry has the advantage of keeping for days without refrigeration and used to be very popular for school lunches.

GINGERSNAPS - 1 cup sugar
1 cup molasses
1 cup butter
1 teaspoon soda
1 tablespoon ginger
Scant ½ teaspoon black pepper
Flour

Dissolve soda in a little hot water. Mix all ingredients adding as much flour as can be stirred in. Pinch off pieces the size of marble. Roll and flatten. Bake on greased tin.

CRY BABIES - 1 cup butter
1 cup sugar
1 egg
1 cup molasses
1 cup milk
4 cups flour
1 teaspoon soda
1 teaspoon ginger

Cream butter and sugar together. Add egg, molasses, milk, and dry ingredients which have been sifted together. Bake 20 minutes at 350 degrees. This is soft.

JUMBALS - 1/3 cup butter
1/3 cup sugar
1 egg
3/4 cup flour
1/4 teaspoon salt
1 teaspoon mace

Cream sugar and butter. Add egg and beat until light. Add dry ingredients which have been sifted together. Mix well. Drop by teaspoonfuls onto well-greased sheet.

MISCELLANEOUS RECIPES

HOME MADE SOAP - Put 4-4½ lbs. of lard into a 4 gal. stone jar; have lard strained and slightly melted. In a 1 gal. stone crock put 1¾ qts. of soft water (rain) and 1 can of lye. Stir carefully with a wooden stick until dissolved. Pour lye solution slowly into the lard. Stir continuously for 15 minutes. Pour into metal pan 16 inches in diameter and 5 inches deep. Leave overnight until cold and hard. Cut in bars.

WASH DAY RECIPE TO YOUNG BRIDE

1. Build fire in back yard to heat kettle of rain water.
2. Set tubs so smoke won't blow in eyes if wind is peart.
3. Shave one whole cake lye soap in boiling water.
4. Sort things, make 3 piles; 1 pile white, 1 pile colored, 1 pile work britches and rags.
5. Stir flour in cold water, smooth, then thin down with boiling water.

6. Rub dirty spots on board. Scrub hard, then boil. Rub colored but don't boil, just rinse and starch.
7. Take white things out of kettle with broom stick handle, then rinse, blue and starch.
8. Spread tea towels on grass.
9. Hang old rags on fence.
10. Pour rinse water in flower bed.
11. Scrub porch with hot soapy water.
12. Turn tubs upside down.
13. Go put on a clean dress - smooth hair with side combs. Brew a cup of tea - sit and rest and rock a spell and count blessings.

THE DAY IN THE

ONE ROOM SCHOOL

TENTATIVE SCHEDULE

FOR DAY IN ONE ROOM SCHOOL

9:00	Bus or car pickup.
9:15	Arrive at schoolhouse. Outdoor opening exercises or indoor exercises depending on the weather. (p. 25)
9:45	Penmanship (p. 25) and Orthography (spelling) (pp. 26-32). This might be push/pull exercises and ovals. Spelling words could be introduced and practiced as seatwork during the reading period.
10:00	Singing. Possible selections are included in this guide. (pp. 33-37).
10:05	Reading. Lessons from McGuffey's Reader are included in this guide (pp. 38-56). Adapt your lesson to suit your class. Sample is: one class reading, one practicing the spelling words, and one class taking a bathroom break. There are also Webster Spellers available.
10:55	Geography and/or History. This subject was very popular. See guide (pp. 57-60).
11:10	Arithmetic class. Lesson plans are included in this guide. (pp. 61-68)
11:40	Personal Hygiene (Health). Hands are to be inspected.
11:50	Lunch and Games. Suggestions are in guide. (pp. 69-71)
12:30	Literature is conducted by teacher. This is a story with a moral read by the teacher to the class. (pp. 72-78)
12:45	Arts and Crafts. (pp. 79-84)
1:15	(or when finished with art) Spelling Bee. Words will be taken from spelling book.
1:45	Dismiss and wait for bus or car pickup.

ARRIVAL AT THE SCHOOLHOUSE

Opening Exercises

When children arrive at the schoolhouse, the teacher or aid can be ringing the bell to greet the children as they arrive. When the children begin to file off the school bus, organize them in two lines--boy line and girl line.

(Example - "There will be no talking now children; we will march into the schoolhouse and as you go in you will see a place to hang your coats. Boys, put your coats on one side and girls put your coats on the other side. Proceed down the aisles and find a seat. At all times mind your manners and remain silent. When you find a seat, sit up tall and fold your hands in front of you.

You entered the room very nicely today. Now we will stand and say the Pledge of Allegiance to our Flag (omitting Under God), then sing "My Country Tis of Thee".)

A brief explanation may be given at this time as to the schedule that will be followed during the day. The time is flexible here as it will take some schools longer to arrive at the schoolhouse than others.

An explanation of hand signals to be used during the day to be given at this time (this should also be written on the blackboard):

Put up:

1 finger to speak
2 fingers for bathroom
3 fingers to sharpen pencil
4 fingers to get a drink
5 fingers if you need the teacher's help

PENMANSHIP

Materials: Copybook, pen and ink, blotter

Make individual booklets (Copybook) prior to your one day visit.

Page 1 - push/pulls
Page 2 - ovals
Page 3 - small s
Page 4 - large S
Page 5 - Sentence - "Silence is Golden"

Teacher would begin by showing children how to hold their pens and the correct posture. She would emphasize drill, drill, drill.

SPELLING

NOAH WEBSTER and THE ELEMENTARY SPELLING

The Elementary Spelling Book was edited in 1829 and the binding consisted of a back of leather and sides of thin oaken boards pasted over with a dull blue paper. Blue paper of a somewhat brighter tint was used on the later editions, and the speller was often spoken of as "The Old Blue-back".

The introduction of the speller helped to make spelling a craze. Previously spelling had been little taught, but now it absorbed a large share of the student interest and the pupil who could "spell down" the whole school ranked only to him who could surpass the rest in arithmetic.

Once a week the school would choose sides for a spelling match. This match took up half the afternoon and was frequently attended with efforts to defraud and exhibitions of envy. The side which spelled best was declared to have "beat" and usually manifested much triumph. The spelling matches were also a common recreation of the winter evenings, and from time to time neighboring districts sent their champions to contend for orthographic honors in friendly combat.

The Elementary Spelling Book is the book used for this guide. There are various examples of lessons reprinted for your selection. The spelling words can be introduced during the reading period for their study. A spelling bee is scheduled at the end of the day. The spelling words may be selected by the teacher and written on the blackboard or the pupils may share a book and study from that.

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THE

ELEMENTARY SPELLING BOOK,

BEING

AN IMPROVEMENT

ON THE

AMERICAN SPELLING BOOK.

BY NOAH WEBSTER, LL.D.

THE LATEST REVISED EDITION.

NEW YORK .:. CINCINNATI .:. CHICAGO

AMERICAN BOOK COMPANY.

Sold by all the principal Booksellers throughout the United States of America and its Territories.

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ăpt	eärt	stärt	hûrt	päst	jēst
chapt	dart	pērt	shîrt	vast	lest
kĕpt	hart	vert	flirt	dīdst	blest
slept	chart	wert	eäst	midst	nest
erept	mart	shôrt	fast	bēst	pest

No. 25.—XXV.

rēst	quēst	mist	eôst	thîrst	lūst
erest	west	grist	fîrst	būst	must
drest	zest	wrist	bûrst	dust	rust
test	fīst	wist	eurst	gust	crust
vest	list	lōst	durst	just	trust

Fire will burn wood and coal.
Coal and wood will make a fire.
The world turns round in a day.
Will you help me pin my frock?
Do not sit on the damp ground.
We burn oil in tin and glass lamps.
The lame man limps on his lame leg.
We make ropes of hemp and flax.
A rude girl will romp in the street.
The good girl may jump the rope.
A duck is a plump fowl.
The horse drinks at the pump.
A pin has a sharp point.
We take up a brand of fire with the tongs.
Good boys and girls will act well.
How can you test the speed of your horse?
He came in haste, and left his book.
Men grind corn and sift the meal.
We love just and wise men.
The wind will drive the dust in our eyes.
Bad boys love to rob the nests of birds.
Let us rest on the bed, and sleep, if we can.
Tin and brass will rust when the air is damp.

No. 26.—XXVI.

WORDS OF TWO SYLLABLES, ACCENTED ON THE FIRST.

bā' ker	trō vęr	sō lar	wō fụl	pā pal
sha dy	elo vęr	po lar	po em	eō pal
la dy	do nqr	lū nar	fo rum	vī al
tī dy	vā pqr	sō ber	Sā tan	pĕ nal
hō ly	fa vor	pā çer	fū el	ve nal
lī my	fla vor	ra çer	du el	fī nal
sli my	sa vor	grō çer	erụ el	ō ral
bō ny	ha lo	çī der	grụ el	ho ral
po ny	sō lo	spi der	pū pil	mū ral
po ker	hē ro	wā fer	lā bel	nā sal
tī ler	ne gro	ea per	lī bel	fa tal
eā per	tȳ ro	tī ger	lō eal	na tal
pa per	out go	mā ker	fo eal	rụ ral
ta per	sā go	ta ker	vo eal	vī tal
vī per	tū lip	ra ker	lē gal	tō tal
bi ter	çē dar	sē ton	re gal	o val
fē ver	brī er	rụ in	dī al	plī ant
ō ver	fri ar	hȳ men	tri al	gi ant

Bakers bake bread and cakes.
I like to play in the shady grove.
Some fishes are very bony.
I love the young lady that shows me how to read.
A pony is a very little horse.
We poke the fire with the poker.
The best paper is made of linen rags.
Vipers are bad snakes, and they bite men.
An ox loves to eat clover.
The tulip is very pretty, growing in the garden.
A dial shows the hour of the day.
Cedar trees grow in the woods.
The blackberry grows on a brier.

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Brass is made of zinc and copper.
The rain will make the grass grow.
You must keep your dress neat and clean.
The moon is much smaller than the sun.
I will try to get a mess of peas for dinner.
Let me go and kiss that sweet young babe.
Moss grows on trees in the woods.
Fire will melt ores, and the metal will run off and leave the dross.
God will bless those who do his will.

No. 44.—XLIV.

WORDS OF TWO SYLLABLES, ACCENTED ON THE FIRST.

băn' quet	pŏt' ash	pĭtch' er	băn' dy
gŭs set	fĭl lip'	bŭtch er	ean dy
rus set	gŏs sip	ŭsh er	hand y
cŏs set	dĭsh op	wĭtch eräft	stŭr dy
çĭv et	găl lop	tăn gent	stŭd y
rĭv et	shal lop	pun gent	lăck ey
vĕl vet	trŏl lop	co gent	jŏck ey
năb it	tŭr gid	ûr gent	mŏn key
rab bit	bĕg gar	tăl ent	tûrn kĕy
ŏr bit	vŭl gar	frag ment	mĕd ley
eŏm fit	çĕl lar	sĕg ment	ăl ley
prŏf it	pĭl lar	fĭg ment	gal ley
lim it	eŏl lar	pig ment	val ley
sŭm mit	dol lar	păr rot	vŏl ley
vŏm it	pop lar	pĭv ot	pul ley
hĕr mit	grâm mar	băl lot	băr ley
ärm pit	nĕe tar	măr mot	pars ley
mĕr it	tär tar	răm pärt	mŏt ley
spĭr it	mŏr tar	mŏd est	kĭd ney
eŭl prit	jab ber	tĕm pest	dŏn key
vis it	rŏb ber	fŏr est	chim ney

trăn' sit	lŭb' ber	ĭn' quest	hŏn' ey
ean to	blub ber	eŏn quest	mŏn ey
shĭv er	ŭm ber	här vest	joûr ney
sil ver	mĕm ber	ĭn mŏst	eŭm frey
eŏv er	lĭm ber	ŭt mŏst	lăm prey
sŭl phur	tim ber	ĭm pŏst	jĕr şey
mŭr mur	ŭm ber	chĕs*t* nut	ker şey
mŭf fler	eum ber	eŏn test	eler ġy
săm pler	lum ber	jăck daw	tăn şy
mĕl on	num ber	mĭl dew	ral ly
sĕr mon	bär ber	eùr few	sal ly
drăg on	mĕr çer	ĕd dy	tal ly
eŏn pŏn	wŏn der	ġĭd dy	jĕl ly
grănd sŏn	yŏn der	mŭd dy	sĭl ly
lack er	ġĭn ġer	rud dy	fŏl ly
grŏt to	chär ġer	ġĕn try	jol ly
kĭd năp	trénch er	sŭl try	ŏn ly

Cotton velvet is very soft to the feel.
Rabbits have large ears and eyes, that they may hear quick, and see well in the dark.
We like to have our friends visit us.
Visitors should not make their visits too long.
Silver spoons are not apt to rust.
Beggars will beg rather than work.
Cents are made of copper, and dollars, of silver.
One hundred cents are worth a dollar.
A dollar is worth a hundred cents.
Dollars are our largest silver coins.
Silver and copper ores are dug out of the ground, and melted in a very hot fire.
A mercer is one who deals in silks and woolen cloths.
A grotto is a cavern or cave.

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Smalt is a blue glass of cobalt.
Malt is barley steeped in water, fermented and dried in a kiln; of this are made ale and beer.

No. 73.—LXXIII.

WORDS OF TWO SYLLABLES, ACCENTED ON THE FIRST.

lăd′ der	shĕl′ ter	chärt′ er	chär′ nel
blad der	fĭl ter	lŏb ster	băr ren
mad der	mil ler	lit ter	flŏr in
fŏd der	chăp ter	mŏn ster	rob in
ûl çer	sût ler	glis ter	eof fin
eăn çer	pĭl fer	chât ter	mût fin
ûd der	bădg er	shat ter	bŏd kin
shud der	lŏdg er	clŭt ter	wĕl kin
rud der	băŋk er	flut ter	năp kin
pud der	eaŋk er	plăt ter	pip kin
găn der	haŋk er	smat ter	bûs kin
pan der	tûm bler	spat ter	gŏb lin
gĕn der	săd dler	shĭv er	mûs lin
slen der	ant ler	sliv er	lû çid
ren der	skĭm mer	quiv er	băr on
ten der	glim mer	eûl ver	flag on
çĭn der	prŏp er	tŏr por	wag on
hin der	clăp per	ĕr ror	fĕl on
pŏn der	skĭp per	ter ror	găl lon
ûn der	slip per	mĭr ror	lĕm on
blun der	erŏp per	hŏr ror	găm mon
plun der	ăs per	çĕn sor	mam mon
thun der	prŏs per	spŏn sor	eŏm mon
sun der	less er	sĕe tor	eăn non
ôr der	dress er	săch el	çĭt ron
bor der	âft er	flan nel	tĕn on
mûr der	râft er	chap el	eăn ton
dĭf fer	rânt er	grav el	pĭs ton

ŏf fer	prŏe′ tor	trăv′ el	sĕx′ ton
eof fer	chăn nel	pom mel	kim bo
seof fer	eŭd gel	bush el	stûe eo
prof fer	hătch el	chăn çel	dit to

The farmer hatchels flax; he sells corn by the bushel, and butter by the firkin.
Little boys and girls love to ride in a wagon.
Four quarts make a gallon. A barrel is thirty gallons, more or less.
Lemons grow on trees in warm climates.
The robin is a pretty singing-bird.
A napkin is a kind of towel.
Brass is a compound of copper and zinc.
The channel of a river is where the main current flows.
Firemen have ladders to climb upon houses.
The farmer fodders his cattle in winter.
The sailor steers a vessel with a rudder.
A gander is white and a goose gray.
Broom corn grows with a long slender stalk.
The eye is a very tender organ, and one of the most useful members of the body.

No. 74.—LXXIV.

WORDS OF TWO SYLLABLES, ACCENTED ON THE FIRST.

brăçe′ let	drĭ′ ver	tŭ′ mor	erĭ′ sis
dĭ et	mă jor	lă bor	grā ter
qui et	mī nor	ta bor	fō eus
sē eret	stū por	ō dor	mū eus
pō et	ju ror	eo lon	bō lus
to phet	prē tor	dē mon	flā grant
eŷe let	tū tor	ī ron (*iʹurn*)	va grant
tū mult	prī or	ā pron	tŷ rant
bōl ster	rā zor	dew lăp	dē çent
hōl ster	trē mor	eryu et	re cent
grā ver	hū mor	bā sis	nō cent
qua ver	ryu mor	ū′ nit	lū cent

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No. 81.—LXXXI.

WORDS OF THREE SYLLABLES, ACCENTED ON THE SECOND. THE LAST COLUMN IS LEFT UNMARKED.

re vĕnġe' ful	in vĕnt' īve	in ac' tive
for ġĕt ful	per çep tive	de fect ive
e vent ful	pre şŭmp tive	ef fect ive
neg lect ful	con sump tive	ob ject ive
dis gŭst ful	de çēp tive	e lect ive
dis trust ful	as sĕrt ive	ad he sive
sue çĕss ful	a bŏr tive	co he sive
un skill ful	dī ġĕst ive	de ci sive
col lĕct ive	ex pŭl sive	cor ro sive
pros pect ive	com pul sive	a bu sive
per spect ive	im pul sive	con clu sive
cor rect ive	re pul sive	ex clu sive
in vec tive	de fĕn sive	in clu sive
vin dic tive	of fen sive	e lu sive
af flict ive	sub vĕr sive	de lu sive
at trăct ive	dis cŭr sive	al lu sive
dis tinct ive	ex cur sive	il lu sive
sub junc tive	in cur sive	col lu sive
con junc tive	sue çĕss ive	ob tru sive
in duct ive	ex çess ive	in tru sive
pro duct ive	pro gress ive	pro tru sive
de struc tive	op press ive	e va sive
con struct ive	ex press ive	per sua sive
in cĕn tive	im press ive	as sua sive
re ten tive	sub mĭs sive	dis sua sive
at ten tive	per mis sive	un ful ing
pre vent ive	trans mis sive	un feel ing

We are apt to live forgetful of our continual dependence on the will of God.

We should not trust our lives to unskillful doctors or drunken sailors.

Washington was a successful general.

A prospective view, means a view before us.

Perspective glasses are such as we look through, to see things at a distance. Telescopes are perspective glasses.

Rum, gin, brandy, and whisky are destructive enemies to mankind. They destroy more lives than wars, famine, and pestilence.

An attentive boy will improve in learning.

Putrid bodies emit an offensive smell.

The drunkard's course is progressive; he begins by drinking a little, and shortens his life by drinking to excess.

The sloth is an inactive, slow animal.

The President of the United States is elected once every four years. He is chosen by electors who are elected by people of the different States.

No. 82.—LXXXII.

WORDS OF FOUR SYLLABLES, ACCENTED ON THE FIRST.

jū' di ca tūre	spīr' it ū oŭs	căr' i ca tūre
ĕx pli ca tive	spir it ū al	tĕm per a ture
păl li a tive	lin e a ment	līt er a ture
spĕc ū la tive	vis ion a ry	ăg ri cul ture
cŏp ū la tive	mis sion a ry	hor ti cul ture
nom i na tive	dic tion a ry	prĕs by ter y
op er a tive	stā tion a ry	des ul to ry
fīg ū ra tive	ĕst ū a ry	prŏm on to ry
vĕġ e tā tive	mĕr çe na ry	pĕr emp to ry
ĭm i tā tive	mĕs en ter y	eăş ū is try

No. 83.—LXXXIII.

WORDS OF THREE SYLLABLES, ACCENTED ON THE FIRST.

rĕl' a tive	prīm' i tive	ăd' jec tive
ăb la tive	pŭr ga tive	ŏb vi oŭs
năr ra tive	lĕn i tive	ĕn vi ous
lax a tive	trăn si tive	pĕr vi ous
ĕx ple tive	sĕn si tive	păt ū lous
neg a tive	sŭb stan tive	pĕr il ous

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No. 109.—CIX.

WORDS OF TWO SYLLABLES, ACCENTED ON THE SECOND.

eon dēnse′	re ṣōlve′	re mārk′	eon fēr′
im mense	dis ṣolve	un mȧsk	trans fer
de fense	e volve	ea bȧl	se çern
pre pense	de volve	re bȧl	eon çern
of fense	re volve	fāre well	dis̄ cern*
dis pense	eon volve	un fûrl	sub ôrn
pre tense	a bōde	de fôrm	a dôrn
eol lāpse	un nērve	re form	for lorn
im mērse	ob ṣerve	in form	ad joûrn
as perse	sub serve	eon form	re turn
dis perse	de ṣerve	per form	fūre rūn
a verse	re ṣerve	trans form	era vāt
re verse	pre ṣerve	eon dēm*n*	eo quēt†
in verse	eon serve	in tēr	a bȧft
eon verse	her sĕlf	a ver	be sĕt
per verse	my self	ab hôr	a lôft
trans verse	at tăch	oe cûr	un ăpt
in dôrse	de tach	in eur	eon tĕmpt
re morse	en rĭch	eon eur	at tempt
un horse	re trĕnch	re eur	a dŏpt
dis bûrse	in trench	de mur	ab rŭpt
de tērge	dis pătch	a lȧs	eor rupt
dī verge	mis match	a mĕnd	a pärt
mis ḡive	a frĕsh	de fēr	de part
out live	re fresh	re fer	im part
for ḡive	de bärk	pre fer	a mông
ab ṣolve	em bark	in fer	be lŏng

The fixed stars are at immense distances from us. They are so distant that we can not measure the number of miles.

When fogs and vapors rise from the earth, and ascend one or two miles high, they come to a cold part of the air. The

* Pronounced *diz-zērn′*. † Pronounced *co-kēt′*.

cold there condenses these vapors into thick clouds, which fall in showers of rain.

Noah and his family outlived all the people who lived before the flood.

The brave sailors embark on board of ships, and sail over the great and deep sea.

The time will soon come when we must bid a last farewell to this world.

The bright stars without number adorn the skies.

When our friends die, they will never return to us; but we must soon follow them.

God will forgive those who repent of their sins, and live a holy life.

Thy testimonies, O Lord, are very sure; holiness becometh thine house for ever.

Do not attempt to deceive God; nor to mock him with solemn words, whilst your heart is set to do evil.

A holy life will disarm death of its sting.

God will impart grace to the humble penitent.

No. 110.—CX.

WORDS OF THREE SYLLABLES, ACCENTED ON THE SECOND.

de mĕan′or	re tīre′ment
re māin der	re quire ment
en tīçe ment	im pēach ment
en fōrçe ment	en crōach ment
dī vōrçe ment	eon çēal ment
in dūçe ment	eon ġeal ment
a gree ment	at tāin ment
en gāġe ment	de pō nent
de fīle ment	op po nent
in çite ment	eom po nent
ex çite ment	ad jā çent
re fine ment	in dē çent
eon fine ment	vīçe ġe rent
e lōpe ment	en rōll ment

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MUSIC

Music was not a part of the formal curriculum of the school of the 1870's to 1900's. It was left up to the discretion of the teacher as to *when* the class would sing and *what* they would sing. If the teacher happened to be musically inclined the class might have had some singing each day and tunes would be some of the teacher's favorites.

Formal musical training was given by private instructors or at "singing schools." The songs included here are songs that were sung in the early pioneer schools.

Before your visit to the one room school, the children should learn the first and last verse of "America" (My country 'tis of thee) to be sung during opening exercises, "Yankee Doodle," "Wait for the Wagon," and "My Bonnie" so they can be used during the singing period.

Other songs are included that were popular during this period of time. The children might enjoy learning some of them throughout the year. Perhaps your music teacher will aid you with this project. If you would like an *activity* for a follow-up, the children could write another verse to one of the songs.

The song "Revolutionary Tea" was included as an interesting song of this period. Again, you may want to enlist the aid of your music teacher if you choose to use this in your classroom.

Other songs of this period:

"Annie Laurie"
"Columbia, the Gem of the Ocean"
"Camptown Races"
"Hail Columbia"
"Home Sweet Home"
"In the Gloaming"
"Long, Long Ago"
"Old Black Joe"
"Old Folks at Home"
"Oh Susannah"
"Reuben and Rachel"

Many of these songs may be found in music text books, *Golden Book of Songs*, and *All American Song Book* (Robbins) 1942.

America

(My Country, 'Tis of Thee)

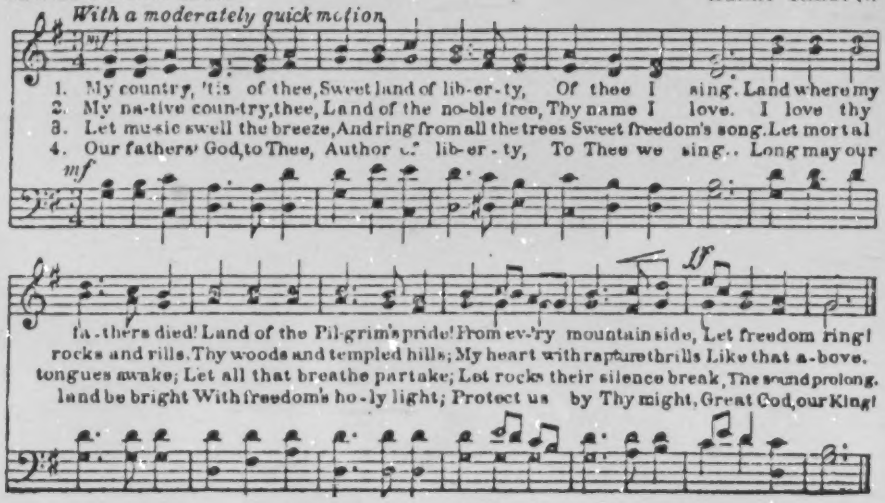
America was written by Rev. Samuel F. Smith, a Baptist minister, who was born in Boston, October 21, 1808, and died November 16, 1895.

One of Dr. Smith's friends was Lowell Mason, the eminent musician. A friend had given Mr. Mason a lot of German music books. Being unable to read German the musician took the books to Dr. Smith and asked him to translate some of the songs for him.

Dr. Smith says: "Turning over the leaves of the book one gloomy day in February, 1832, I came across the air, 'God save the King.' I liked the music. I glanced at the German words at the foot of the page. Under the inspiration of the moment I went to work and in half an hour 'America' was the result. It was written on a scrap of paper I picked up from the table and the hymn of today is substantially as it was written that day."

The hymn was first sung at a children's Fourth of July celebration in Park Street Church, Boston. It did not have great popularity until the Civil War. Since then it has become the best known and most frequently sung of any of our national songs. The origin of the music is uncertain. But one writer aptly says: "There certainly must be something more than ordinarily inspiring in an air which has struck the popular heart of two of the great nations of the earth."

SAMUEL FRANCIS SMITH — HENRY CAREY (?)


With a moderately quick motion
mf
1. My country, 'tis of thee, Sweet land of lib-er-ty, Of thee I sing. Land where my
2. My na-tive coun-try, thee, Land of the no-ble free, Thy name I love. I love thy
3. Let mu-sic swell the breeze, And ring from all the trees Sweet freedom's song. Let mor tal
4. Our fathers' God, to Thee, Author of lib-er-ty, To Thee we sing. Long may our
mf
ff
fa-thers died! Land of the Pil-grim's pride! From ev-'ry mountain side, Let freedom ring!
rocks and rills, Thy woods and templed hills; My heart with rapture thrills Like that a-bove.
tongues awake; Let all that breathe partake; Let rocks their silence break, The sound prolong.
land be bright With freedom's ho-ly light; Protect us by Thy might, Great God, our King!

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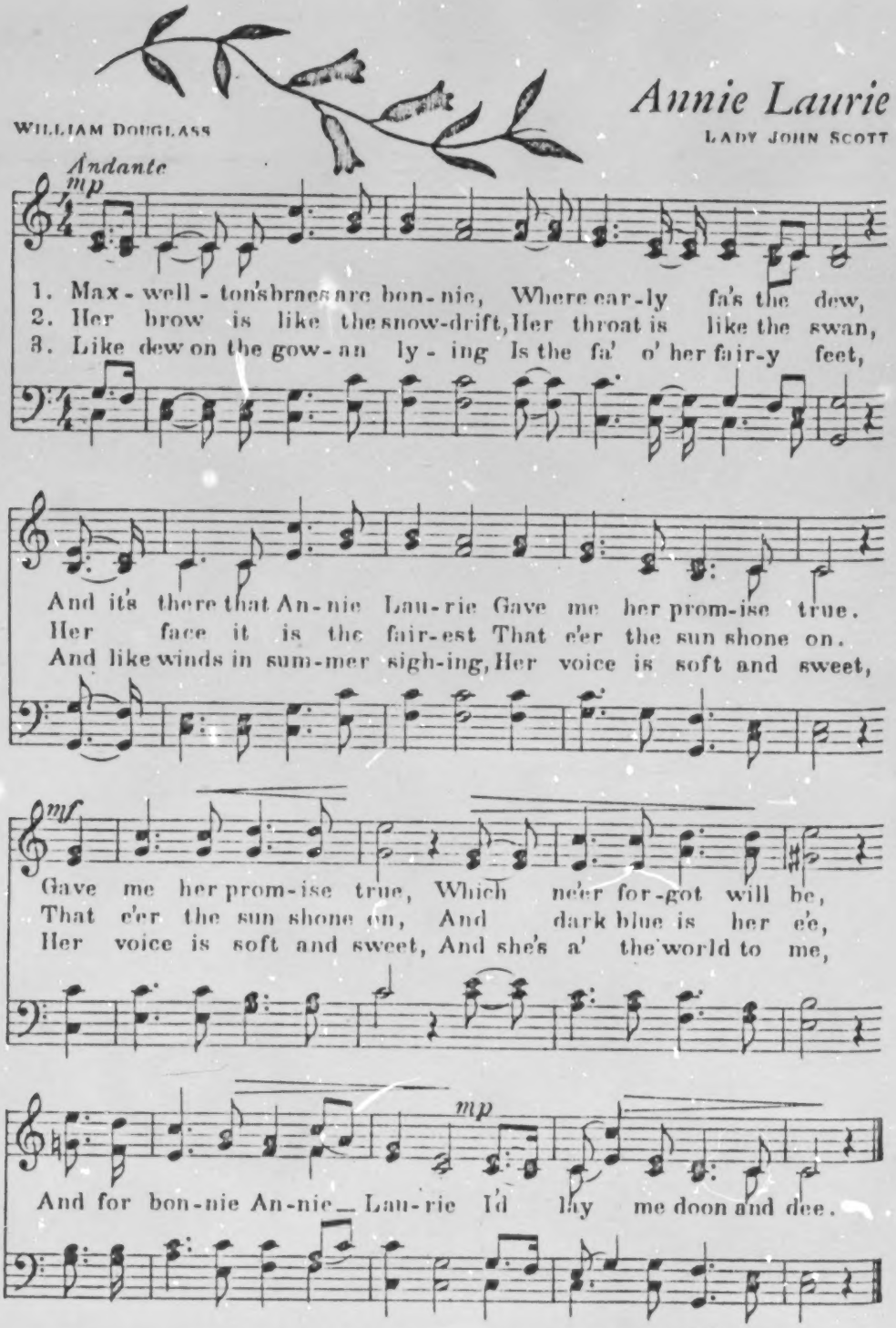
Annie Laurie

WILLIAM DOUGLASS

LADY JOHN SCOTT


Andante
mp
1. Max - well - ton's braes are bon - nie, Where ear - ly fa's the dew,
2. Her brow is like the snow-drift, Her throat is like the swan,
3. Like dew on the gow - an ly - ing Is the fa' o' her fair-y feet,
And it's there that An - nie Lau - rie Gave me her prom-ise true.
Her face it is the fair-est That e'er the sun shone on.
And like winds in sum-mer sigh-ing, Her voice is soft and sweet,
mf
Gave me her prom-ise true, Which ne'er for-got will be,
That e'er the sun shone on, And dark blue is her e'e,
Her voice is soft and sweet, And she's a' the world to me,
mp
And for bon-nie An-nie Lau-rie I'd lay me doon and dee.

Yankee Doodle

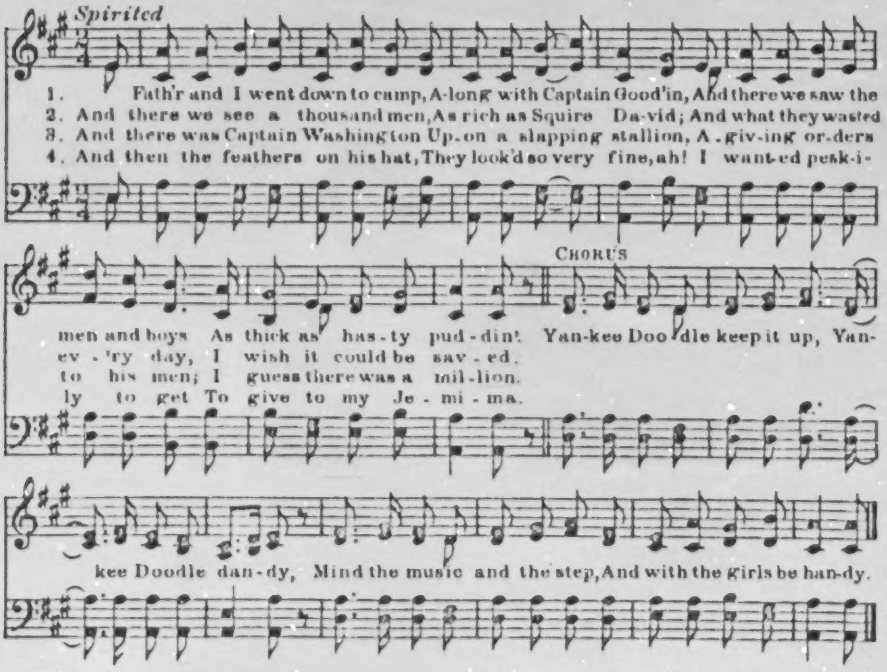
When the Revolutionary War began, the colonists had no national song. We are told that during the French and Indian War Dr. Richard Shackburg, in a spirit of derision, gave to the poorly clad and awkward colonial soldiers the words and music of *Yankee Doodle*, telling them it was a fine martial tune. When they played it the British were greatly amused. Twenty years after these same militiamen marched to victory at Lexington to this much derided tune, while their British teachers skulked behind fences or sought refuge in retreat. Five years later Cornwallis marched to the same tune at Yorktown to surrender his sword and his army to General Washington.

Little is known of the history of the tune. No doubt it is several hundred years old, but authorities disagree as to its origin. One says it was commonly used by the Spaniards. Another claims the song was sung by Germans who worked in Holland and sang a harvest song to this well known air. Another tells us that the Puritans of Cromwell's time were ridiculed as "Naukeys" in a stanza adapted to this same tune.

The word "Yankee" is sometimes given as an Indian corruption of the word English. Or, as has been said, it was a contemptuous term applied to the Puritans. Others claim it to be a cant word, expressing excellence, which originated in New England, but which finally came to be applied to the people of that region as a derisive epithet. "Doodle," according to the dictionaries, means a trifling or simple fellow.

The words which were once sung to this tune by the colonists were little more than meaningless doggerel, and are little known now. It is not the lofty sentiment of the words, but the catchy, rollicking tune and the sacred associations, which give this song its place among our national songs.

Dr. SHACKBURG — UNKNOWN


Spirited
1. Fath'r and I went down to camp, A-long with Captain Good'in, And there we saw the
2. And there we see a thousand men, As rich as Squire Da-vid; And what they wasted
3. And there was Captain Washington Up-on a slapping stallion, A-giv-ing or-ders
4. And then the feathers on his hat, They look'd so very fine, ah! I want-ed peak-i-
CHORUS
men and boys As thick as has-ty pud-din'. Yan-kee Doo-dle keep it up, Yan-
ev-'ry day, I wish it could be sav-ed.
to his men; I guess there was a mil-lion.
ly to get To give to my Je-mi-ma.
kee Doodle dan-dy, Mind the music and the step, And with the girls be han-dy.

5. And there I see a swamping gun,
Large as a log of maple,
Upon a mighty little cart;
A load for father's cattle.

6. And every time they fired it off,
It took a horn of powder;
It made a noise like father's gun
Only a nation louder.

7. And there I see a little keg,
Its head all made of leather,
They knocked upon't with little sticks,
To call the folks together.

8. And Cap'n Davis had a gun,
He kind o' clapt his hand on't
And stuck a crooked stabbing-iron
Upon the little end on't.

9. The troopers, too, would gallop up
And fire right in our faces;
It scared me almost half to death
To see them run such races.

10. It scared me so I hooked it off,
Nor stopped, as I remember,
Nor turned about till I got home,
Locked up in mother's chamber.

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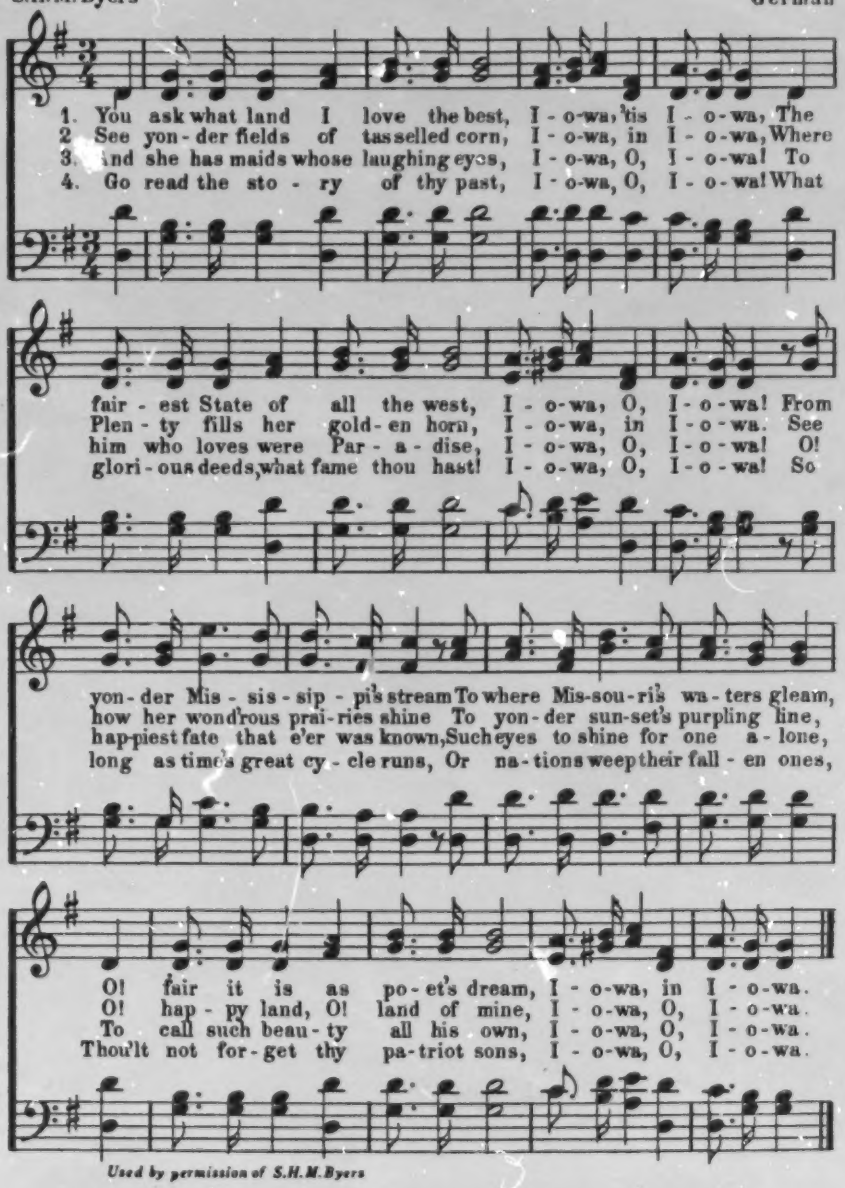
The Song of Iowa

S.H.M. Byers — German

1. You ask what land I love the best, I - o-wa, 'tis I - o-wa, The
2. See yon - der fields of tasselled corn, I - o-wa, in I - o-wa, Where
3. And she has maids whose laughing eyes, I - o-wa, O, I - o-wa! To
4. Go read the sto - ry of thy past, I - o-wa, O, I - o-wa! What
fair - est State of all the west, I - o-wa, O, I - o-wa! From
Plen - ty fills her gold - en horn, I - o-wa, in I - o-wa. See
him who loves were Par - a - dise, I - o-wa, O, I - o-wa! O!
glori - ous deeds, what fame thou hast! I - o-wa, O, I - o-wa! So
yon - der Mis - sis - sip - pi's stream To where Mis-sou-ri's wa - ters gleam,
how her wond'rous prai - ries shine To yon - der sun-set's purpling line,
hap-piest fate that e'er was known, Such eyes to shine for one a - lone,
long as time's great cy - cle runs, Or na - tions weep their fall - en ones,
O! fair it is as po - et's dream, I - o-wa, in I - o-wa.
O! hap - py land, O! land of mine, I - o-wa, O, I - o-wa.
To call such beau - ty all his own, I - o-wa, O, I - o-wa.
Thou'lt not for - get thy pa-triot sons, I - o-wa, O, I - o-wa.

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READING

When schools were first organized in Iowa, the books used were those available from homes in the community. Most often these were Bibles or single copies of other books. As a result, the one room school was an early example of the open classroom, with the teacher giving an introduction and each child moving at his own pace through the book.

By the early 1870's however, most Iowa schools did have a set of readers for the students. The most popular series was McGuffey's Reader, which consisted of six books of ascending difficulty. Lessons for use are reproduced on the following pages. There will be a sufficient number of books available at the schoolhouse for the reading period. (McGuffey Readers 1-6).

The readers are self-explanatory. As you can see on the following pages, each lesson contained a story, picture and later study questions. The words listed at the beginning of the lesson are new words and the children were expected to learn them before reading the lesson aloud. The pictures were used also. The teacher would ask questions about the picture and not only were pronunciation and articulation noted as the child answered, but it also served as a new noun lesson and synonyms for the nouns were given.

Silent reading was minimal. As a rule, reading aloud was favored with stress on articulation, inflection, pauses, and emphasis. The teacher was careful to listen for errors in pronunciation, unnatural tones and drawing. The child read in front of the classroom and was corrected on the spot.

ECLECTIC EDUCATIONAL SERIES.

McGUFFEY'S

FIRST

ECLECTIC READER.

REVISED EDITION.

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Suggestions to Teachers.

This First Reader may be used in teaching reading by any of the methods in common use; but it is especially adapted to the Phonic Method, the Word Method, or a combination of the two.

I. Phonic Method.—First teach the elementary sounds and their representatives, the letters marked with diacriticals, as they occur in the lessons; then, the formation of words by the combination of these sounds. For instance, teach the pupil to identify the characters ă, ŏ, n, d, g, r, and th, in Lesson I, as the representatives of certain elementary sounds; then, teach him to form words by their combination, and to identify them at sight. Use first the words at the head of the lesson, then other words, as, *nag, on, and*, etc. Pursue a similar course in teaching the succeeding lessons. Having read a few lessons in this manner, begin to teach the names of the letters and the spelling of words, and require the groups, "a man," "the man," "a pen," "the pen," to be read as a good reader would pronounce single words.

II. When one of the letters in the combinations *ou* or *ow*, is marked in the words at the head of the reading exercises, the other is silent. If neither is marked, the two letters represent a diphthong. All other unmarked vowels in the vocabularies, when in *combination*, are silent letters. In slate or blackboard work, the silent letters may be canceled.

III. Word Method.—Teach the pupil to identify at sight the words placed at the head of the reading exercises, and to read these exercises without hesitation. Having read a few lessons, begin to teach the names of the letters and the spelling of words.

IV. Word Method and Phonic Method Combined.—Teach the pupil to identify words and read sentences, as above. Having read a few lessons in this manner, begin to use the Phonic Method, combining it with the Word Method, by first teaching the words in each lesson as words; then, the elementary sounds, the names of the letters, and spelling.

V. Teach the pupil to use script letters in writing, when teaching the names of the letters and the spelling of words.

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W. M. 787 10. 879.
E-P 848

428 M171 1896
Mrs Allie Wood coll.
OCT 5 1956

Preface.

In presenting McGuffey's Revised First Reader to the public, attention is invited to the following features:

1. Words of only two or three letters are used in the first lessons. Longer and more difficult ones are gradually introduced as the pupil gains aptness in the mastery of words.

2. A proper gradation has been carefully preserved. All new words are placed at the head of each lesson, to be learned before the lesson is read. Their number in the early lessons is very small, thus making the first steps easy. All words in these vocabularies are used in the text immediately following.

3. Carefully engraved script exercises are introduced for a double purpose. These should be used to teach the reading of script; and may also serve as copies in slate work.

4. The illustrations have been designed and engraved specially for the lessons in which they occur. Many of these engravings will serve admirably as the basis for oral lessons in language.

5. The type is large, strong, and distinct.

The credit for this revision is almost wholly due to the many friends of McGuffey's Readers,—eminent teachers and scholars, who have contributed suggestions and criticisms gained from their daily work in the schoolroom.

Cincinnati, June, 1879.

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So she jumped to the stone, and told the children to come after her. For the first time, she found that they would not obey her.

She flapped her wings, and cried, "Come here, all of you! Jump upon this stone, as I did. We can then jump to the other side. Come, now!"

"O mother! we can't, we can't, we can't!" said all the little chickens.

"Yes you can, if you try," said the old hen. "Just flap your wings, as I did, and you can jump over."

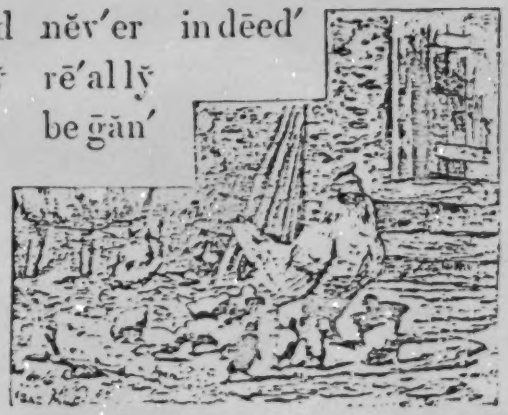
"I am flapping my wings," said Chippy, who stood by himself; "but I can't jump any better than I could before."

LESSON LXII.

chĭrped
slōw′lў
brōōd
dĭd n't
ūse
dōor
bīte
piēçe

nĕv′er
rē′al lў
be găn′

in dēed′



"I never saw such children," said the old hen. "You don't try at all."

"We can't jump so far, mother. Indeed we can't, we can't!" chirped the little chickens.

"Well," said the old hen, "I must give it up." So she jumped back to the bank, and walked slowly home with her brood.

"I think mother asked too much of us," said one little chicken to the others.

"Well, I tried," said Chippy.

"We didn't," said the others; "it was of no use to try."

When they got home, the old hen began to look about for something to eat. She soon found, near the back door, a piece of bread.

So she called the chickens, and they all ran up to her, each one trying to get a bite at the piece of bread.

"No, no!" said the old hen. "This bread is for Chippy. He is the only one of my children that really tried to jump to the stone."

LESSON LXIII.

lăst slātes write wāste
nēat tāk'en clēan lēarn
rēad'er pâr'ents sĕc'ond

We have come to the last lesson in this book. We have finished the First Reader.

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THIRD

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LESSON XLIII.

SPEAK GENTLY.

1. Speak gently; it is better far
To rule by love than fear:
Speak gently; let no harsh words mar
The good we might do here.

2. Speak gently to the little child;
Its love be sure to gain;
Teach it in accents soft and mild;
It may not long remain.

3. Speak gently to the aged one;
Grieve not the care-worn heart:
The sands of life are nearly run;
Let such in peace depart.

4. Speak gently, kindly, to the poor;
Let no harsh tone be heard;
They have enough they must endure,
Without an unkind word.

5. Speak gently to the erring; know
They must have toiled in vain;
Perhaps unkindness made them so;
Oh, win them back again.

6. Speak gently: 'tis a little thing
Dropped in the heart's deep well;
The good, the joy, which it may bring,
Eternity shall tell.

David Bates.

DEFINITIONS.—1. Mär, *injure, hurt.* 2. Ac'cents, *language, tones.* 4. En dūre', *bear, suffer.* 5. Err'ing (ēr'-), *sinning.* 6. E tēr'ni ty, *the endless hereafter, the future.*

LESSON XLIV.

THE SEVEN STICKS.

1. A man had seven sons, who were always quarreling. They left their studies and work, to quarrel among themselves. Some bad men were looking forward to the death of their father, to cheat them out of their property by making them quarrel about it.

2. The good old man, one day, called his sons around him. He laid before them seven sticks, which were bound together. He said, "I will pay a hundred dollars to the one who can break this bundle."

3. Each one strained every nerve to break the bundle. After a long but vain trial, they all said that it could not be done.

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4. "And yet, my boys," said the father, "nothing is easier to do." He then untied the bundle, and broke the sticks, one by one, with perfect ease.

5. "Ah!" said his sons; "it is easy enough to do it so; any body could do it in that way."

6. Their father replied, "As it is with these sticks, so is it with you, my sons. So

long as you hold fast together and aid each other, you will prosper, and none can injure you.

7. "But if the bond of union be broken, it will happen to you just as it has to these sticks, which lie here broken on the ground."

Home, city, country, all are prosperous found,
When by the powerful link of union bound.

DEFINITIONS.—1. Cheat, *deceive, wrong.* Prŏp'er ty, *that which one owns—whether land, goods, or money.* 2. Bŭn'dle, *a number of things bound together.* 3. Nĕrve, *sinew, muscle.* 6. Prŏs'per, *succeed, do well.* 7. Un'ion (yun'yun), *the state of being joined or united.*

LESSON XLV.

THE MOUNTAIN SISTER.

1. The home of little Jeannette is far away, high up among the mountains. Let us call her our mountain sister.

2. There are many things you would like to hear about her, but I can only tell you now how she goes with her father and brother, in the autumn, to help gather nuts for the long winter.

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11. Proud of this compliment, he ran to his friend Tom, crying, "Now then, Tom, here is my horse,—look!"

12. "Well, that is a funny horse," said Tom; "where did you buy it?" "I didn't buy it," replied John; I made it."

13. "You made it yourself! Oh, well, it's a good horse for you to make. But it is not so good as mine. Mine cost a dollar, and yours didn't cost anything."

14. "It was real fun to make it, though," said John, and away he ran with his horse rolling after him.

15. Do you want to know what became of John? Well, I will tell you. He studied hard in school, and was called the best scholar in his class. When he left school, he went to work in a machine shop. He is now a master workman, and will soon have a shop of his own.

DEFINITIONS.—4. Ad mīr'ing, *looking at with pleasure.* Ex ăm'in ing, *looking at every point.* 6. Lĕath'er, *the skin of an animal prepared for use.* 7. Pūz'zled, *perplexed, caused trouble.* Tūrn'er, *one who shapes wooden or metal articles by means of a lathe.* 8. Shāv'ings, *the thin ribbons of wood which a carpenter makes in planing.* Per mĭs'sion, *privilege, consent.* 10. Com plēte', *finished.* In gĕn'ioŭs, *skillful.* 11. Cŏm'pliment, *praise, approbation.*

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LESSON LIX.

PERSEVERE.

1. The fisher who draws in his net too soon,
Won't have any fish to sell;
The child who shuts up his book too soon,
Won't learn any lessons well.

2. If you would have your learning stay,
Be patient,—don't learn too fast:
The man who travels a mile each day,
May get round the world at last.

LESSON LX.

THE CONTENTED BOY.

Mr. Lenox was one morning riding by himself. He got off from his horse to look at something on the road-side. The horse broke away from him, and ran off. Mr. Lenox ran after him, but soon found that he could not catch him.

A little boy at work in a field near the road, heard the horse. As soon as he saw him running from his master, the boy ran

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T *Final.*

INCORRECT.		CORRECT.	INCORRECT.		CORRECT.
Eas	*for*	*east.*	wep	*for*	*wept.*
moce	"	*most.*	ob-jec	"	*ob-ject.*
los	"	*lost.*	per-fec	"	*per-fect.*
nes	"	*nest.*	dear-es	"	*dear-est.*
gues	"	*guest.*	high-es	"	*high-est.*

TS *Final.*

INCORRECT.		CORRECT.	INCORRECT.		CORRECT.
Hoce	*for*	*hosts.*	sec's	*for*	*sects.*
tes	"	*tests.*	bus	"	*busts.*
lif's	"	*lifts.*	cense	"	*cents.*
tuff's	"	*tufts.*	ob-jec's	"	*ob-jects.*
ac's	"	*acts.*	re-spec's	"	*re-spects.*

W *for* Wh.

INCORRECT.		CORRECT.	INCORRECT.		CORRECT.
Wale	*for*	*Whale.*	Wet	*for*	*Whet.*
Weal	"	*Wheel.*	Wine	"	*Whine.*
Wen	"	*When.*	Wip	"	*Whip.*

SENTENCES FOR PRACTICE.

Sentences like the following may be read with great advantage, for the purpose of acquiring distinctness and precision in articulation.

This *act*, more than all other *acts*, laid the *ax* at the root of the evil. It is *false* to say he had no other *faults*.

The *hosts* still stand in strangest plight. That last still night. That lasts till night. On either side *an* ocean exists. On neither side *a* notion exists. Among the rugged rocks the restless ranger ran. I said *pop-u-lar*, not pop'lar. I said *pre-vail*, not pr'vail. I said *be-hold*, not b'hold.

Think'st thou so meanly of my *Phocion*? *Henceforth* look to your *hearths*. Canst thou *minister* to a *mind* diseased? A thousand *shrieks* for hopeless mercy call.

ACCENT.

Accent, marked thus (′), is an increased force of voice upon some one syllable of a word; as,

Col'o-ny, bot'a-ny; re-mem'ber, im-por'tant; rec-ol-lect', rep-re-sent'. In the words *col'o-ny* and *bot'a-ny*, the *first* syllable is accented. In the words *re-mem'ber* and *im-por'tant*, the *second* syllable is accented. In the words *rec-ol-lect'* and *rep-re-sent'*, the *third* syllable is accented.

INFLECTION.

Inflection is an upward or downward slide of the voice.

The **Rising Inflection**, sometimes marked thus (′), is an *upward* slide of the voice.

EXAMPLES.

Has he come′?	To be read thus:	Has he come?
Has he gone′?	. . . . .	Has he gone?
Are you sick′?	. . . . .	Are you sick?
Will you go′?	. . . . .	Will you go?
Are they here′?	. . . . .	Are they here?

The **Falling Inflection**, marked thus (‵), is a *downward* slide of the voice.

EXAMPLES.

They are here‵.	To be read thus:	They are here.
He has gone‵.	. . . . .	He has gone.
He has come‵.	. . . . .	He has come.
I will go‵.	. . . . .	I will go.
I am well‵.	. . . . .	I am well.

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Let the pupil practice these examples until he is perfectly familiar with the rising and falling inflections.

Are you sick, or well?

Will you go, or stay?

Did he ride, or walk?

Is it black, or white?

Is he rich, or poor?

Are they old, or young?

Did you say cap, or cat?

I said cat, not cap.

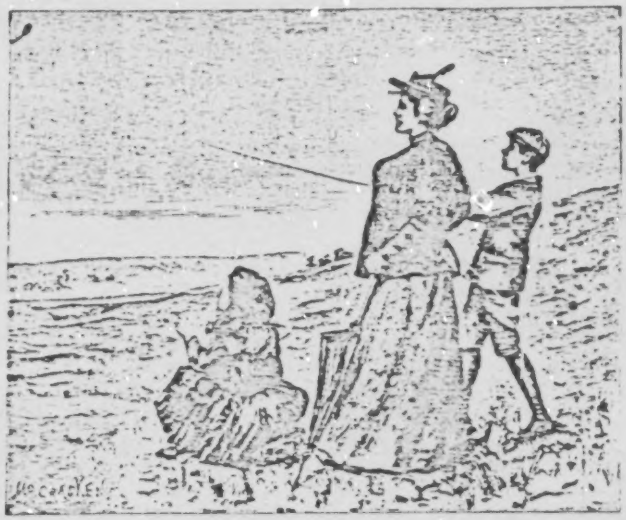
Did you say am, or ham?

I said ham, not am.

Is the dog white', or black'? The dog is black', not white'. Did you say and', or hand'? I said and', not hand'. Is the tree large', or small'? The tree is small', not large'. Are the apples sweet', or sour'? The apples are sour', not sweet'. Is the tide high', or low'? The tide is high', not low'. Did you say play', or pray'? I said pray', not play'.

McGUFFEY'S

FOURTH READER.



I. PERSEVERANCE.

1. "WILL you give my kite a lift?" said my little nephew to his sister, after trying in vain to make it fly by dragging it along the ground. Lucy very kindly took it up and threw it into the air, but, her brother neglecting to run off at the same moment, the kite fell down again.

(25)

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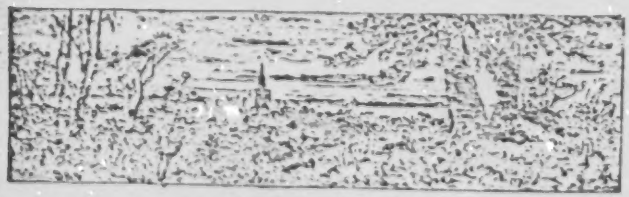
2. Sweet is the hour of rest,
Pleasant the woods' low sigh,
And the gleaming of the west,
And the turf whereon we lie,
When the burden and the heat
Of the laborer's task is o'er,
And kindly voices greet
The tired one at the door.

3. Yes, tuneful is the sound
That dwells in whispering boughs:
Welcome the freshness round,
And the gale that fans our brows;
But rest more sweet and still
Than ever the nightfall gave,
Our yearning hearts shall fill,
In the world beyond the grave.

4. There, shall no tempests blow,
Nor scorching noontide heat;
There, shall be no more snow,
No weary, wandering feet;
So we lift our trusting eyes
From the hills our fathers trod,
To the quiet of the skies,
To the Sabbath of our God.



XXXV. HOW MARGERY WONDERED.

By Lucy Larcom.

1. One bright morning late in March, little Margery put on her hood and her Highland plaid shawl, and went trudging across the beach. It was the first time she had been trusted out alone, for Margery was a little girl; nothing about her was large, except her round gray eyes, which had yet scarcely opened upon half a dozen springs and summers.

2. There was a pale mist on the far-off sea and sky, and up around the sun were white clouds edged with the hues of pinks and violets. The sunshine and the mild air made Margery's very heart feel warm, and she let the soft wind blow aside her Highland shawl, as she looked across the waters at the sun, and wondered! For, somehow, the sun had never looked before as it did to-day;—it seemed like a great golden flower bursting out of its pearl-lined calyx,—a flower without a stem. Or was there a strong stem away behind it in the sky, that reached down below the sea, to a root, nobody could guess where?

3. Margery did not stop to puzzle herself about the answer to her question, for now the tide was coming in, and the waves, little at first, but growing larger every moment, were crowding up along the sand and pebbles, laughing, winking, and whispering, as they tumbled over each other, like thousands of children hurrying home from somewhere, each with its own precious little secret to tell.

4. Where did the waves come from? Who was down there under the blue wall of the horizon, with the hoarse, hollow voice, urging and pushing them

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across the beach at her feet? And what secret was it they were lisping to each other with their pleasant voices? Oh, what was there beneath the sea, and beyond the sea, so deep, so broad, and so dim, too, away off where the white ships, that looked smaller than sea birds, were gliding out and in?

5. But while Margery stood still for a moment on a dry rock, and wondered, there came a low, rippling warble to her ear from a cedar tree on the cliff above her. It had been a long winter, and Margery had forgotten that there were birds, and that birds could sing. So she wondered again what the music was.

6. And when she saw the bird perched on a yellow-brown bough, she wondered yet more. It was only a bluebird, but then it was the first bluebird Margery had ever seen. He fluttered among the prickly twigs,

and looked as if he had grown out of them, as the cedar berries had, which were dusty blue, the color of his coat. But how did the music get in his throat? And after it was in his throat, how could it untangle itself, and wind itself off so evenly? And where had the bluebird flown from, across the snow banks down to the shore of the blue sea?

7. The waves sang a welcome to him, and he sang a welcome to the waves; they seemed to know each other well; and the ripple and the warble sounded so much alike, the bird and the wave must have both learned their music of the same teacher. And Margery kept on wondering as she stepped between the song of the bluebird and the echo of the sea, and climbed a sloping bank, just turning faintly green in the spring sunshine.

8. The grass was surely beginning to grow! There were fresh, juicy shoots running up among the withered blades of last year, as if in hopes of bringing them back to life; and closer down she saw the sharp points of new spears peeping from their sheaths. And scattered here and there were small, dark green leaves folded around buds shut up so tightly that only those who had watched them many seasons could tell what flowers were to be let out of their safe prisons by and by. So no one could blame Margery for not knowing that they were only common things, nor for stooping over the tiny buds, and wondering.

9. What made the grass come up so green out of the black earth? And how did the buds know when it was time to take off their little green hoods, and see what there was in the world around them? And how came they to be buds at all? Did they bloom in another world before they sprung up here?—and did

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they know, themselves, what kind of flowers they should blossom into? Had flowers souls, like little girls, that would live in another world when their forms had faded away in this?

10. Margery thought she would like to sit down on the bank, and wait beside the buds until they opened; perhaps they would tell her their secret if the very first thing they saw was her eyes watching them. One bud was beginning to unfold; it was streaked with yellow in little stripes that she could imagine became wider every minute. But she would not touch it, for it seemed almost as much alive as herself. She only wondered, and wondered!

11. Margery heard her mother calling her, and she trudged home across the shells and pebbles with a pleasant smile dimpling her cheeks; for she felt very much at home in this large, wonderful world, and was happy to be alive, although she neither could have told, nor cared to know, the reason why. But when her mother unpinned the little girl's Highland shawl, and took off her hood, she said, "O mother, do let me live on the doorstep! I don't like houses to stay in. What makes everything so pretty and so glad? Don't you like to wonder?"

12. Margery's mother was a good woman. But then there was all the housework to do, and, if she had thoughts, she did not often let them wander outside of the kitchen door. And just now she was baking some gingerbread, which was in danger of getting burned in the oven. So she pinned the shawl around the child's neck again, and left her on the doorstep, saying to herself, as she returned to her work, "Queer child! I wonder what kind of a woman she will be!"

13. But Margery sat on the doorstep, and wondered, as the sea sounded louder, and the sunshine grew warmer around her. It was all so strange, and grand, and beautiful! Her heart danced with joy to the music that went echoing through the wide world from the roots of the sprouting grass to the great golden blossom of the sun.

14. And when the round, gray eyes closed that night, at the first peep of the stars, the angels looked down and wondered over Margery. For the wisdom of the wisest being God has made, ends in wonder; and there is nothing on earth so wonderful as the budding soul of a little child.

DEFINITIONS.—1. Trŭdg'ing, *walking sturdily.* 2. Hūes, *colors.* Cā'lyx, *the outer covering of a flower.* 4. Ho-rī'zon, *the line where the sky and earth seem to meet.* 5. War'ble, *a trill of the voice.* 8. Spēars, *shoots of grass.* Shēaths, *coverings.*

EXERCISES.—Name the things about which Margery wondered. What did she wonder about each? What is still more wonderful than all that at which Margery wondered?

XXXVI. THE CHILD'S WORLD.

1. "GREAT, wide, beautiful, wonderful world,
With the wonderful water round you curled,
And the wonderful grass upon your breast,—
World, you are beautifully drest.

2. "The wonderful air is over me,
And the wonderful wind is shaking the tree;
It walks on the water, and whirls the mills,
And talks to itself on the tops of the hills.

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ECLECTIC EDUCATIONAL SERIES.

McGUFFEY'S

FIFTH

ECLECTIC READER.

REVISED EDITION.

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AMERICAN BOOK COMPANY

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the Pine Cottage; but as she knelt over the fire, and took up the last scanty remnant of food to spread before her children, her spirits seemed to brighten up, as by some sudden and mysterious impulse, and Cowper's beautiful lines came uncalled across her mind:

"Judge not the Lord by feeble sense,
But trust him for his grace;
Behind a frowning Providence
He hides a smiling face."

7. The smoked herring was scarcely laid upon the table, when a gentle rap at the door and the loud barking of a dog, attracted the attention of the family. The children flew to open it, and a weary traveler, in tattered garments and in apparently indifferent health, entered, and begged a lodging and a mouthful of food. Said he: "It is now twenty-four hours since I tasted bread." The widow's heart bled anew, as under a fresh complication of distresses; for her sympathies lingered not around her fireside. She hesitated not even now; rest, and a share of all she had, she proffered to the stranger. "We shall not be forsaken," said she, "or suffer deeper for an act of charity."

8. The traveler drew near the board, but when he saw the scanty fare, he raised his eyes toward heaven with astonishment: "And is this all your store?" said he; "and a share of this do you offer to one you know not? then never saw I charity before! But, madam," said he, continuing, "do you not wrong your children by giving a part of your last mouthful to a stranger?"

9. "Ah," said the poor widow — and the tear-drops gushed into her eyes as she said it — "I have a boy, a darling son, somewhere on the face of the wide world, unless Heaven has taken him away, and I only act toward you as I would that others should act toward him. God, who sent manna from heaven, can provide for us as he did for Israel; and how should I this night offend him, if my son should be a wanderer, destitute as you, and he should have provided

for him a home, even poor as this, were I to turn you unrelieved away!"

10. The widow ended, and the stranger, springing from his seat, clasped her in his arms. "God indeed has provided your son a home, and has given him wealth to reward the goodness of his benefactress: my mother! oh, my mother!" It was her long lost son, returned to her bosom from the Indies. He had chosen that disguise that he might the more completely surprise his family; and never was surprise more perfect, or followed by a sweeter cup of joy.

DEFINITIONS. — 1. Făg'ots, *bundles of sticks used for fuel.* Prăt'tle, *trifling talk.* Dis'si-pāte, *to scatter.* 2. Pū'ny, *small and weak.* 4. Pil'grim-age, *a journey.* 5 Sŭs te-nançe, *that which supports life.* Fôr'ti-tūde, *resolute endurance.* 7. In-dif'fer-ent, *neither very good nor very bad.* Cŏm-pli-cā'tion, *entanglement.* Sym'pa-thies, *compassion.* Prŏf'fered, *offered to give.* 9. Mān'ná, *food miraculously provided by God for the Israelites.*

XXVI. ABOU BEN ADHEM.

James Henry Leigh Hunt (*b* 1781, *d* 1859) was the son of a West Indian, who married an American lady, and practiced law in Philadelphia until the Revolution, being a Tory, he then returned to England, where Leigh Hunt was born. The latter wrote many verses while yet a boy, and in 1801 his father published a collection of them, entitled "Juvenilia." For many years he was connected with various newspapers, and, while editor of the "Examiner," was imprisoned for two years for writing disrespectfully of the prince regent. While in prison he was visited frequently by the poets Byron, Moore, Lamb, Shelley, and Keats, and there wrote "The Feast of the Poets," "The Descent of Liberty, a Mask," and "The Story of Rimini," which immediately gave him a reputation as a poet. His writings include various translations, dramas, novels, collections of essays, and poems.

1. ABOU BEN ADHEM (may his tribe increase!)
Awoke one night from a deep dream of peace,
And saw within the moonlight in his room,
Making it rich and like a lily in bloom,
An angel writing in a book of gold.

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2. Exceeding peace had made Ben Adhem bold;
And to the presence in the room he said,
"What writest thou?" The vision raised its head,
And, with a look made of all sweet accord,
Answered, "The names of those who love the Lord."

3. "And is mine one?" said Abou. "Nay, not so,"
Replied the angel. Abou spoke more low,
But cheerly still; and said, "I pray thee, then,
Write me as one that loves his fellow-men."

4. The angel wrote, and vanished. The next night
It came again, with a great wakening light,
And showed the names whom love of God had blessed;
And, lo! Ben Adhem's name led all the rest.

NOTE — The above selection is written in imitation of an oriental fable.

XXVII. LUCY FORESTER.

John Wilson (*b.* 17[illegible], *d* 1854), better known as "Christopher North," was a celebrated author, poet, and critic, born at Paisley, Scotland, and educated at the University of Glasgow and at Oxford. In 1808 he moved to Westmoreland, England where he formed one of the "Lake School" of poets. While at Oxford he gained a prize for a poem on "Painting, Poetry, and Architecture." In 1820 he became Professor of Moral Philosophy in the University of Edinburgh, which position he retained until 1851. He gained his greatest reputation as the chief author of "Noctes Ambrosianæ," essays contributed to Blackwood's Magazine between 1822 and 1825. Among his poems may be mentioned "The Isle of Palms" and the "City of the Plague." This selection is adapted from "The Foresters," a tale of Scottish life.

1. Lucy was only six years old, but bold as a fairy; she had gone by herself a thousand times about the braes, and often upon errands to houses two or three miles distant. What had her parents to fear? The footpaths were all firm, and led to no places of danger, nor are infants themselves incautious when alone in their pastimes. Lucy went

singing into the low woods, and singing she reappeared on the open hillside. With her small white hand on the rail, she glided along the wooden bridge, or tripped from stone to stone across the shallow streamlet.

2. The creature would be away for hours, and no fear be felt on her account by anyone at home; whether she had gone, with her basket on her arm, to borrow some articles of household use from a neighbor, or, merely for her own solitary delight, had wandered off to the braes to play among the flowers, coming back laden with wreaths and garlands.

3. The happy child had been invited to pass a whole day, from morning to night, at Ladyside (a farmhouse about two miles off) with her playmates the Maynes; and she left home about an hour after sunrise.

4. During her absence, the house was silent but happy, and, the evening being now far advanced, Lucy was expected home every minute, and Michael, Agnes, and Isabel, her father, mother, and aunt, went to meet her on the way. They walked on and on, wondering a little, but in no degree alarmed till they reached Ladyside, and heard the cheerful din of the children within, still rioting at the close of the holiday. Jacob Mayne came to the door, but, on their kindly asking why Lucy had not been sent home before daylight was over, he looked painfully surpriced, and said that she had not been at Ladyside.

5. Within two hours, a hundred persons were traversing the hills in all directions, even at a distance which it seemed most unlikely that poor Lucy could have reached. The shepherds and their dogs, all the night through, searched every nook, every stony and rocky place, every piece of taller heather, every crevice that could conceal anything alive or dead, but no Lucy was there.

6. Her mother, who for a while seemed inspired with supernatural strength, had joined in the search, and with a quaking heart looked into every brake, or stopped and

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say; but that's nothing to do with it. You must get somebody else to sew 'em, must you? Ha! I should n't wonder. Oh, no! I should be surprised at nothing now! Nothing at all! It's what people have always told me it would come to; and now the buttons have opened my eyes! But the whole world shall know of your cruelty, Mr. Caudle. After the wife I've been to you. Caudle, you've a heart like a hearthstone, you have!

DEFINITIONS. — 5. Ag'gra-vat-ing, *provoking, irritating.* 6. Sink'-ing, *failing in strength.* 7. Vin-dic'tive, *revengeful.* 8. Pal'try, *mean, contemptible.*

XLVI. THE VILLAGE BLACKSMITH.

1. UNDER a spreading chestnut tree
The village smithy stands;
The smith, a mighty man is he,
With large and sinewy hands;
And the muscles of his brawny arms
Are strong as iron bands.

2. His hair is crisp, and black, and long,
His face is like the tan;
His brow is wet with honest sweat,
He earns whate'er he can,
And looks the whole world in the face,
For he owes not any man.

3. Week in, week out, from morn till night,
You can hear his bellows blow;
You can hear him swing his heavy sledge,
With measured beat and slow,
Like a sexton ringing the village bell,
When the evening sun is low.

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4. And children coming home from school
Look in at the open door;
They love to see the flaming forge,
And hear the bellows roar,
And catch the burning sparks that fly
Like chaff from a threshing floor.

5. He goes on Sunday to the church,
And sits among his boys;
He hears the parson pray and preach,
He hears his daughter's voice
Singing in the village choir,
And it makes his heart rejoice.

6. It sounds to him like her mother's voice
Singing in Paradise!
He needs must think of her once more,
How in the grave she lies;
And with his hard, rough hand he wipes
A tear out of his eyes.

7. Toiling, rejoicing, sorrowing,
Onward through life he goes;
Each morning sees some task begin,
Each evening sees its close;
Something attempted, something done,
Has earned a night's repose.

8. Thanks, thanks to thee, my worthy friend,
For the lesson thou hast taught!
Thus at the flaming forge of life
Our fortunes must be wrought;
Thus on its sounding anvil shaped
Each burning deed and thought!

— *Longfellow.*

GEOGRAPHY

15 Minutes Third - Sixth

Goals:

1. Student will work through an activity to learn why we have day and night.
2. Children will be able to use the globe to locate The Little Red Schoolhouse area, Black Hawk Park and find what lands will have night when we have day.
3. Children will be able to define a sphere.

Materials Needed:

1. Globe
2. Light or lantern
3. A piece of string
4. Orange or ball

Suggested Activities:

1. Use a ball and light source to show how much of the ball is lighted.
2. Explain a ball is a sphere, as our Earth is.
3. Put the initials of United States on one side of ball or orange and Phillipine Islands on the other.
4. Have student put the United States toward the light to show Phillipine Islands is in darkness. Reverse the positions.

Evaluation:

1. Ask for the definition of a sphere. If two or three can correctly define, have them repeat for class. Have class repeat definition after them.
2. Using a globe, have student use string to find what region is having night when New York is having day. When Africa is having day, what area will have night?

Around the World with the Children - Frank G. Carpenter, American Book Company - (1917) Chicago, pp. 81-82..

GEOGRAPHY

15 Minutes Third - Sixth

Goals:

1. The student will identify Iowa on the United States map.
2. The student will be able to name the border states of Iowa.

Materials Needed:

1. Wall map
2. Pointer

Suggested Activities:

1. Point out Iowa on the map.
2. Explain what a border is and name with students borders of Iowa.
3. List the borders on the blackboard.
4. Explain natural border and have youngsters determine which listed borders are natural borders.
5. Have students repeat borders in unison.

Evaluation:

Ask two or three youngsters to name the borders. Ask two or three different youngsters which borders are natural borders. Ask still others to locate Iowa on the map, with pointer.

HISTORY

15 Minutes

Goals:

1. The students will be able to name the presidents of the United States through Theodore Roosevelt.

Materials Needed:

1. Blackboard
2. Pointer

Suggested Activities:

1. Write nonsense rhyme:

   When a joke made me a joker -
   Van held the poker.
   The fiery poker
   But long John gave Hams Gams
   A coal hod,
   Coal melts rubber.

2. Show how each word is a clue to the president's name.
3. Practice the nonsense rhyme in unison.
4. Using the rhyme, name the first seven presidents.

   (No Evaluation at this time.)
   (My father learned this rhyme in country school about 1917.)

When	George Washington
a	John Adams
joke	Thomas Jefferson
made	James Madison
me	James Monroe
a	John Quincy Adams
joker	Andrew Jackson
Van	Martin Van Buren
held	William H. Harrison
the	John Tyler
poker	James K. Polk
The	Zachary Taylor
fiery	Millard Fillmore
poker	Franklin Pierce
But	James Buchanan
Long	Abraham Lincoln
John	Andrew Johnson
gave	Ulysses S. Grant
Hams	Rutherford B. Hayes
Gams	James A. Garfield
a	Chester A. Arthur
Coal	Grover Cleveland
hod,	Benjamin Harrison
coal	Grover Cleveland
melts	William McKinley
rubber	Theodore Roosevelt

ARITHMETIC

Arithmetic in the 1880's was simple and fundamental. In the book, Brooke's Elementary Arithmetic by Edward Brooke, the author stated in his preface, "---it should be ever remembered that the highest science is the greatest simplicity; and conversely, the greatest simplicity is the highest science."

In conducting arithmetic lessons in our Schoolhouse of the 1880's, the following suggestions and examples will aid you in taking the children "back in time:"

1. While the teacher is working at the blackboard with a small group of children, others may be working at their desks on problems taken either from dictation or copied from the board. Use slates.

2. Addition, subtraction and multiplication facts may be practiced aloud together in a "sing-song" fashion.

3. Beans, peas and corn may be used as counters. (See page 97 of Appleton.)

4. Much emphasis was placed on story problems -- the practical application to everyday life. These were figured on slates with one or two children at the board.

5. Adapt lessons to your particular group.

SAMPLES FOR THIRD AND FOURTH GRADES

1. From Brooke's Elementary Arithmetic, 1865
2. From Warren Colburn's First Lessons, 1884
3. From Appleton's Standard Arithmetic, 1886

LESSON XXI.

OBJECT AND SLATE WORK.

Work out with counters, copy and complete.

2 threes = ?	2 ? = 12	3 fours = ?
? twos = 14	? threes = 15	? sixes = 18
4 ? = 20	5 twos = ?	8 ? = 16

Copy, complete, and afterward prove with counters.

$2 \times 2 =$	$2 \times 9 =$	$2 \times 10 =$
$3 \times 3 =$	$5 \times 3 =$	$5 \times 4 =$
$7 \times 2 =$	$4 \times 4 =$	$4 \times 2 =$
$3 \times 6 =$	$2 \times 8 =$	$2 \times 6 =$

ORIGINAL PROBLEMS.

Make as many problems as you can from these.

$? \times ? = 12$	$? \times ? = 18$	$? \times ? = 16$

RAPID ORAL CALCULATIONS.

Read and give the answers at once.

3 twos are	7 twos are	4 fours are
5 fours are	3 fives are	5 twos are
2 fives are	6 twos are	2 eights are

$2 \times 4 =$	$10 \times 2 =$	$2 \times 9 =$
$6 \times 3 =$	$4 \times 3 =$	$2 \times 2 =$
$4 \times 5 =$	$3 \times 5 =$	$6 \times 3 =$

LESSON XIX.

EXERCISES IN MULTIPLYING.

1. Group 20 counters in 2's, thus: || || || || || || || || || ||. How many 2's are there?
2. Find with your counters and tell by figures and signs how many are ten 2's. Three 2's. Five 2's. Seven 2's. Nine 2's. Two 2's. Four 2's. Six 2's. Eight 2's.
3. Group your 20 counters by 4's, thus: |||| |||| |||| |||| ||||. How many 4's are there?
4. How many are 5×4? 2×4? 4×4? 3×4?
5. Group your counters in 5's, thus: ||||| ||||| ||||| |||||. How many 5's are there?
6. How many are four 5's? Two 5's? Three 5's?
7. Group your 20 counters in 3's, thus: ||| ||| ||| ||| ||| ||| ||. How many 3's are there and what else?
8. Put aside the two counters left over. How many counters have you now? $6 \times 3 = ?$
9. How many are 4×3? 3×3? 5×3? 2×3?
10. Group your 20 counters by 6's. How many of them do you need to make even 6's? Put the others aside. How many 6's are there?
11. How many are two 6's? Three 6's?
12. Group your counters by 9's. How many of them do you need to make even 9's? How many are two 9's?

ARITHMETIC

CLASS II - Problems of more than one column.

1. What is the sum of 21, 32, 43?

$$\begin{array}{r} 21 \\ 32 \\ 43 \\ \hline 96 \end{array}$$

Solution: We write the numbers so that units stand under units, and tens under tens, and commence at the right to add. The sum of the units is 3 and 2 are 5 and 1 are 6, which we write in units' place. The sum of the tens is 4 and 3 and 7 and 2 are 9, which we write in tens' place. Hence the sum is 96.

EXAMPLES FOR PRACTICE

31	20	34	12	15
23	14	20	23	40
24	25	15	54	34
78				
121	214	610	234	361
213	312	156	432	215
432	153	213	123	123
766				
612	314	712	416	201
105	212	150	141	305
271	271	137	222	281

REVIEW OF FUNDAMENTAL RULES * HISTORICAL AND GEOGRAPHICAL

Suggestion - The teacher should explain the nature of the facts presented, and require the pupils to remember some of the more important numbers and dates.

PROBLEMS

On Battles of the Revolution

1. At the battle of Lexington, the Americans lost 90 men, the British 190 more; how many did the British lose?

2. At the battle of Bunker Hill, the Americans had 1,500 men, the British 1,500 more; how many had the British?

3. In this battle the Americans lost 450 men, the British 604 more; how many did the British lose?

4. At the battle of Long Island, the British lost 367 men, the Americans 1,233 more; how many did the Americans lose?

5. At the battle of Trenton, the British lost 45 in killed and wounded, and 1,000 prisoners; what was their loss?

NUMBERS ABOVE TWENTY

Miscellaneous Problems and Questions

1. Mary's aunt gave her fifty cents; how much had Mary left after she had paid thirty-five cents for a tea set for her doll-house?

2. Emma's patch-work quilt is to contain forty-nine squares when it is finished: she has already made thirty-two squares; how many squares has she still to make?

3. It takes Walter twenty minutes to walk to school, but at noon, when he is hungry, he generally walks home in fifteen minutes; how many minutes does Walter spend on his way to and from school?

4. William bought some apples for sixty-two cents, and sold them one by one for eighty-four cents; how much did he make by the operation?

5. How many are fourteen and eight and seven? Twenty-four and eight and seven? Seventy-four and eight and seven? 32 and 9 and 3? 42 and 9 and 3? 62 and 9 and 3? 17 and 3 and 8? 37 and 3 and 8? 41 and 12 and 4? 61 and 12 and 4?

6. Mr. Hill paid thirty cents for a bottle of ink, fifteen cents for blotting paper, and twelve cents for steel pens; how much did the whole cost?

7. If Anna goes to the grocer's with sixty-five cents, and buys there a pound of butter for thirty-five cents, and a loaf of bread for ten cents: how much money ought she to bring home?

8. How many are 32 and 7 less 9? 42 and 7 less 9? 38 and 5 less 7? 64 and 9 less 8? 38 and 6 and 4 less 7? 52 and 6 and 4 and 5? 67 and 3 and 4 and 5?

9. Mr. Rand, the printer, charges Miss Beckford sixty cents for a pack of visiting cards; he had to pay eighteen cents for the blank cards; how much did he receive for the trouble of printing on them?

10. Henry paid sixty-two cents for a fishing pole, twenty cents for a line, and eight cents for some hooks. How much did the whole cost?

11. How many are 57 and 6 and 3 and 5 and 2 less 8? 83 and 5 and 6 and 2 less 4 less 7? 75 and 8 and 9 and 3 less 7 less 6?

Sample of teacher's instruction:

I have put some arithmetic problems on the blackboard for you to work on your slates. Copy the problems and solve here on the left side of your slate. Then put your answer here on the right side next to the number one. After you have solved the first problem, erase it with your rag leaving only the answer on the right side of the slate, going on to the next.

SAMPLES FOR FIFTH AND SIXTH GRADES

From Elements of Arithmetic, 1893

Page 124 (42-50)

Page 125

Page 184, exercise 198

Page 203

Elements of Arithmetic

Page 124 (42-50)

42. How many coats, at $5 each, can be bought for $2,250?

43. If a man spends $7 per week, how long will it take him to spend $1,477?

44. The salaries of 5 men amounted to $3,765. What was the average salary?

45. If a ship sails 8 miles per hour, how long will it take her to sail 1,248 miles?

46. A stage traveled 6 miles per hour. How many hours would it require to travel 2,352 miles?

47. At a church collection, each person contributed, on the average, 7 cents. If the entire sum collected was 4,823 cents, how many persons contributed?

48. How many yards of cloth, at 9 cents per yard, can be bought for 29,439 cents?

49. How many cloaks, at $5 each, can be bought for $32,615?

50. In measuring the depth of the sea, 6 feet are called a fathom. How many fathoms deep is the sea when it measures 3,516 feet?

Elements of Arithmetic

Page 125

108. When the divisor is expressed by more than one figure.

Oral Exercises

1. At 10 cents a yard, how many yards of cambric can be bought for 40 cents?

2. There are 25 cents in a quarter of a dollar. To how many quarter dollars are 50 cents equal?

3. If I pay $60 for 20 lambs, how much do I pay for each?

4. A real estate dealer divided 30 acres into 10 equal lots. How many acres were there in each?

5. If a newsboy sells 40 papers per day, in how many days will he sell 120 papers?

6. If I sell books at 30 cents each, how many must I sell to receive 90 cents?

7. How many 10's are there in 60? In 90? In 120? In 250? In 350? In 480?

8. Since in 60 there are 6 tens; in 90, 9 tens; in 120, 12 tens; in 250, 25 tens, how may any number be divided by 10?

9. How many 100's are there in 600? In 900? In 1,200? In 3,600? In 7,500? In 8,400?

10. Since in 600 there are 6 hundreds; in 900, 9 hundreds; in 1,200, 12 hundreds; in 3,600, 36 hundreds, how may any number be divided by 100?

11. How many 1,000's are there in 8,000? In 25,000?

12. Since in 8,000 there are 8 thousands; in 25,000 there are 25 thousands, how may a number be conveniently divided by 1,000?

Elements of Arithmetic

Page 184

Written Exercises

198. Find the value of:

1. 3 1/2 + 3 4/7 + 6 5/8 - 3 2/3 - 5/7 - 5 5/16.

2. 5 1/8 + 6 4/5 + 3 7/10 - 6 3/8 - 5 4/15 + 2 2/25.

3. 7 3/4 + 5 3/8 - 9 7/32 + 8 1/5 - 14/15 + 5 3/10.

4. (7 5/8 + 3 2/5) X 5 1/2 + (3 3/4 + 1 6/7) X 3 1/4.

5. (3 2/3 - 1 1/4) ÷ 1 2/5 + (2 1/2 - 1 1/4) X 6 1/2 - 5.

6. (4 2/3 + 6 1/4 - 3 2/5) ÷ 2/10 + (3 1/8 - 2 1/4) X 6.

7. (4 1/4 - 3 1/3 + 7 1/10 + 3/5 + 4) ÷ 1/60 + 8.

8. (6 3/7 + 4 2/3) X (5 1/8 - 3 1/4) ÷ (2 1/5 - 1 3/5).

Elements of Arithmetic

Review

Page 203

235.

1. How much will 2 dozen pairs of kid gloves cost at $1.25 a pair?

2. A man paid out the following sums: For a pair of horses, $375; for a carriage, $295; for harnesses, $115. How much did he pay for all?

3. A farmer sold 12.35 cords of wood at $4.75 per cord. How much did he receive for it?

4. A man purchases 8 tons of coal at $5.75 per ton, and 7 cords of hard wood at $5.50 per cord. How much did he pay for fuel?

5. If illuminating gas is sold at $2.50 per thousand cubic feet, for how much gas will $17.50 pay?

6. Find the sum of 15 dollars 9 cents 3 mills, 12 dollars 5 cents 4 mills, 18 dollars 14 cents 7 mills, and 16 dollars 10 cents.

7. If 5.5 yards of ribbon cost $2.75 what will 9.75 yards cost?

8. If a clerk earns $520 per year and spends $110 for clothes, $215 for board, and $75.50 for other expenses, how long will it take him to save $1,000?

9. If 54,600 letters were mailed from a post-office in 30 days, what was the average number mailed per day?

10. How many pairs of curtains can be bought for $414 if 12 pairs are bought for $138?

11. A drover bought 280 head of cattle for $12,740, and sold them at a gain of $8.75 per head. How much did he receive for them per head?

12. A man paid $87.50 for materials to paint his house and he paid 3 painters $2.50 per day for 4.5 days to do the work. How much was the entire expense of painting his house?

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4. Warren Colburn's First Lessons, Warren Colburn A.M., 1884, Houghton, Mifflin & Co.

Research done at Iowa State Historical Society, Iowa City, Iowa.

GAMES

The following are games to be played during the lunch recess. Each teacher should select a few games that she/he feels the children would enjoy playing and are appropriate for weather conditions. Please familiarize your class with the games before going to the school so the children will be ready to play. There are many other games that were played in schools in 1870. A good activity for children would be for them to ask grandparents or other older people for additional game ideas and teach them to the class prior to the school visit. It should be noted that several games were omitted from this list because of safety factors, e.g., Ante-Ante Over, Pump Pump Pull-Away, Crack the Whip, and that the games listed do not require special equipment.

Outdoor Games:

FOLLOW THE LEADER – One player is the leader and runs at the head of the line. He runs in and out, hopping and clapping his hands. Any player who fails to follow the leader and do as he does must drop out of the game. The game continues until all have been eliminated.

DARE BASE – Any number of children may play this game, but the two teams must have the same number of players. Two bases are made about 30 yards apart. The teams are called A and B. Members of team A see how close they can go to the base of team B without getting caught. This is continued by each team, alternately with the opposite team. Any person caught must go to the opposite base as a penalty. The object of each team is to see how many members or players they can get for their base. The team capturing the largest number of players at the end of a given time wins.

LEAP FROG – The players stand behind each other, forming a long line. The first player in the line makes a back, the second leaps over and makes a back a few feet further on, the first one still remaining down. The third player goes over the first one, then the second and in his turn makes a back a few feet beyond the second one, and this is continued until all the line are down. Then the person who made the first back starts again, and leaps each of the backs and makes another back beyond the end of the line, the next player follows suit, and thus a continually advancing line of backs are formed. The whole fun of this game lies in its being played with spirit.

HIDE AND SEEK – This favorite game has been played all over America for 200 years. One of the children is declared "IT," either by counting out or by first shouting out, "I'm it." This child leans against a "home," usually a tree, closes his eyes, and counts to one hundred. During this time all the other players scatter and hide. the seeker then opens his eyes and begins to look for the others. When he spots any of the players, he runs to the tree and touches it three times saying, "One, two, three for John (or Susan or Tommy)." If, on the other hand, the hider can reach the tree first and say, "One, two, three for myself," he is safe, and may go hide again. Sometimes it is played by having those caught help the seeker find the rest of the children. The last one caught is declared the winner and chooses the next "it."

BLINDMAN'S BUFF – A blindfolded player (called Buff) is led into the center of the circle. This conversation takes place:

"How many horses has your father got?"
"Three."
"What colors are they?"
"Black, White and Gray."
"Turn about, and turn about, and catch whom you can."

Buff turns around three times and tries to capture someone. When he succeeds and correctly guesses his name, the captured player must in turn be blindfolded.

CAT AND RAT – The players stand in a circle with their arms outstretched and their hands joined and raised high. Two players--the rat and the cat--stand outside the circle at opposite sides. The rat says, "Ready," and runs among the plyers, in and out and across the circle, beneath the outstretched arms. The cat must follow the exact course of the rat or he is crowned and another cat is chosen. If the rat is caught, the cat becomes the rat and chooses another cat. The following dialogue often precedes the chase:

Cat: I am the cat.
Rat: I am the rat.
Cat: I will catch you.
Rat: You can't.

Then the chase begins.

DROP THE HANDKERCHIEF – All the players but one stand about a foot apart in a circle. One player, who is "it," passes around the outside of the circle and drops the handkerchief behind someone. The players may not look behind until the dropper has passed by them. The one behind whom the handkerchief has been dropped picks it up and chases the dropper, who tries to reach the vacant place in the circle--left by the one who now has picked up the handkerchief--without being touched by him. If he is touched, he must enter the center of the circle, called, by tradition, the "mush pot." The only way he can then get out is to seize the next dropped handkerchief before the receiver discovers it behind him. He then becomes the chaser, and the receiver who did not discover the handkerchief must go to the "mush pot."

FOX AND GEESE – Children make a large wagon wheel design in the snow. One person is the fox and chases all the others who are the geese. If one of the geese is tapped by the fox, that person becomes the fox. No one is allowed to step outside the path during the course of the game.

Other games could include hopscotch, any form of tag (called Wood Touch when trees are used as safe bases) and relays.

Indoor Games:

ANIMAL, VEGETABLE, MINERAL – One player is sent from the room. While he is gone the others decide upon some article in the room. He is then called back and tries to find out what has been selected by asking questions which can be answered yes or no. Beginning with "Animal? Vegetable? Mineral?" he asks each player a question in turn. His further questions may be prompted by articles he sees about him in the room. Anyone who answers other than yes or no becomes "it." If the player fails to guess the object, he is sent from the room while another article is chosen and the game is repeated.

HUNT THE THIMBLE – One child sends all the others from the room, after which he places a thimble in an inconspicuous place (but in plain sight). He calls the others back into the room and they search for the thimble. As each one sees the thimble, he says "I spy" and sits down. If it is rather difficult to find, the hider says "warm" when a searcher is near the thimble and "cold" when he goes away from it. After all have found it, the one who saw it first has the privilege of hiding it again. The game may be varied by sending only one child or half the children from the room while the others hide the thimble. Then the group sings a song and as the searcher or searchers get near or far from the thimble, the music gets softer or louder.

BUTTON, BUTTON – The players sit in a semicircle with palms held together. The player who is "it" holds a button between the palms of his hands and goes from one player to another, passing his clasped hands between those of the seated players. He secretly leaves the button in the hands of one of the players, but continues to play around the circle to mask the fact that he has already deposited the button. Then he says, "Button, button, who has the button?" Everyone guesses, in no particular order, and the one who guesses correctly passes the button next.

CROSS QUESTIONS AND CROOKED ANSWERS – The players, each with two slips of paper, sit in a circle. One player whispers a question to the next and receives an answer. The answering player then asks the player next to him a question and receives an answer, and so on around the circle. Each player then writes down on one slip the answer he gave and on the other the question he asked. The questions and answers are then collected in separate containers and passed back to the players in mixed order. Once more each player asks his neighbor a question, this time, however, reading the question from the slip of paper he has just received; the next player reads the answer from the slip of paper he has just received. The *non sequitur* answers furnish good entertainment.

Literature

The literature read to children in the schoolhouses of the late 1800's was considerably different than the children's literature of today. It was read for the moral or lesson and little discussion of the material was encouraged.

Books suggested for use by Fourth Grade included:

Robinson Crusoe
Ulysses Among the Phoenicians
Gullivers Travels
Story of the Iliad
Arabian Nights
Open Sesame, Part II
Tales of Troy
Homer's Iliad, Books 1-8
The Odyssey (Homer)

This list was taken from the Teacher's Manual, arranged by Subjects, for District and Village Schools from the *Nebraska Course of Study* (an outline by grades) prepared by the State Superintendent and a committee of County Superintendents -- 1896.

Published by the State Department of Public Instruction -- Lincoln.

THE DOG AND HIS SHADOW

A Dog took a bone from the butcher, and ran off with it. On the way home, he came to a river.

He looked in the water, and there he saw another dog with another bone, bigger than his. When he stopped, the other dog stopped. When he ran on, the other dog ran on.

"This will not do," thought the Dog. "I will take his bone away from him."

So he opened his mouth to take the other dog's bone, and he dropped his bone into the river.

He sprang at the other dog, and fell into the water.

So he got no bone at all, and had to go home, wet and hungry.

--Aesop.

THE ANT AND THE GRASSHOPPER

Once an ant and a grasshopper lived in the same garden. The ant was busy laying up food for the winter.

"Why do you work so hard?" asked the grasshopper. "Just look at me. I don't work. I dance and sing and have a good time."

"Yes, I see that you do," said the ant. "But if I played all summer, what should I do for food in the winter?"

The grasshopper laughed. "Oh, winter is a long way off," he said. "I never think about that." Then he danced away.

After a time the summer was gone. The ground was white with snow. The ant was warm and happy in her little house. And it was full of food. But the poor grasshopper had no home. He had no food. He was shaking with cold, and oh, so hungry!

"Dear me," he said. "What shall I do? I am very cold, and I can find no grass to eat. Maybe the ant will help me. I will go and ask her."

So he looked all about for the ant's house. When he found it, he called to her.

"Please, dear ant, may I come in? I am very cold and hungry."

"Poor grasshopper!" said the ant. "Come in and have some food. But you laughed at me for working. You danced and played all summer long. If you had worked then, you would not be asking for food now."

"That is so," said the grasshopper, "and I am sorry. Thank you for the food. Good-by."

He went out into the cold.

And the ant never saw him again.

--Aesop.

THE BOASTING TRAVELER

A young man who had been traveling in foreign parts of the world returned to his home city where he bragged and boasted to all who would listen of the great feats he had accomplished in the places he had visited.

"Why, when I was in Rhodes," he shouted, thumping his chest, "I made the most extraordinary leap the people of that place ever had seen. I have witnesses to prove it, too."

In time his hearers became weary of the traveler's boasts, and one of them said, "These exploits of yours in Rhodes may all be true, but you can save yourself much breath by doing one of those marvelous leaps right now instead of merely talking about it.

Application: He who does a thing well does not need to boast.

ART

INDOOR ART LESSON

Today class, I want you to draw me. Notice the clothes I am wearing and my hair style. Make sure that you fill the paper I give you. (There will be a long skirt and bonnet at the schoolhouse for the teacher and helper to wear.) There was a lot of copying done in the early school. Pictures were placed in front of the room and the children were told to copy them.

OUTDOOR LESSON

The children could go outside, find a spot on the grass and proceed to draw a picture of the outside of the school. Please point out the different characteristics of the building itself. They should draw it exactly, not make anything up that isn't there.

ART

SILHOUETTE DESIGN

Materials Needed:

1. Scrap paper 9 X 12 newsprint
2. White paper 9 X 12
3. Black paper 9 X 12 or black ink
4. Pencils
5. Scissors or single edge razor blades exacto knives
6. Glue

Procedure:

On scrap paper plan a simple outline design of a figure, head, etc. Keep first silhouette designs simple, later designs more complex.

Follow Plan 1 or 2

Plan 1: Cut design out following outline only. This can be traced or black paper, cut out and glued on a white background.

Plan 2: Cut design out, trace on white paper. Fill in design with black after tracing outline with pen and ink.

Note: Point out to children the two types of silhouettes. The solid black and the type that has the delicate cut out open spaces.

—BY D. M. CAMPANA

Seven Silhouette Ideas

41

86

—BY D. M. CAMPANA

Five Silhouette Subjects

77

87

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81

ART

BORDER DESIGNS

Border designs were geometric designs or taken from a motiff in nature, animals, birds, flowers, leaves, etc. This type of design was found all over in the late 1800's and early 1900's. Border designs were used in homes, public buildings, churches, on textiles of all kinds and on many household items.

Materials Needed:

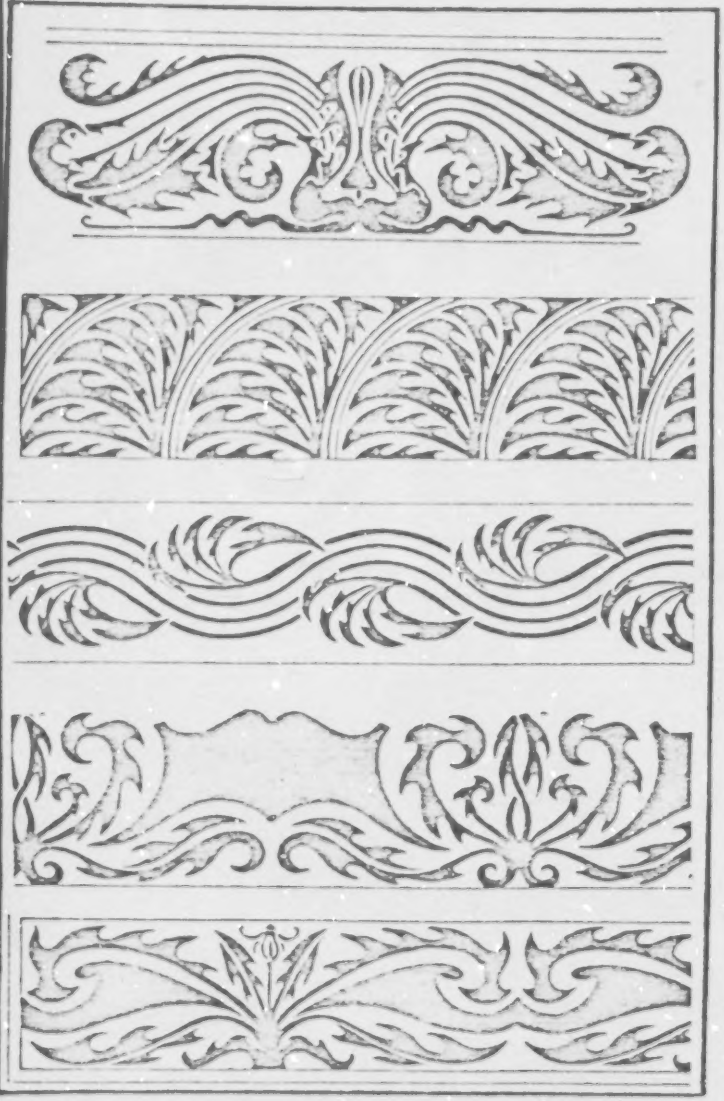
1. Paper - 6 X 18 or longer (graph paper can be and was used for many of the simple geometric border designs)
2. Pencils
3. Pen and ink
4. Rulers
5. Crayons

Procedure:

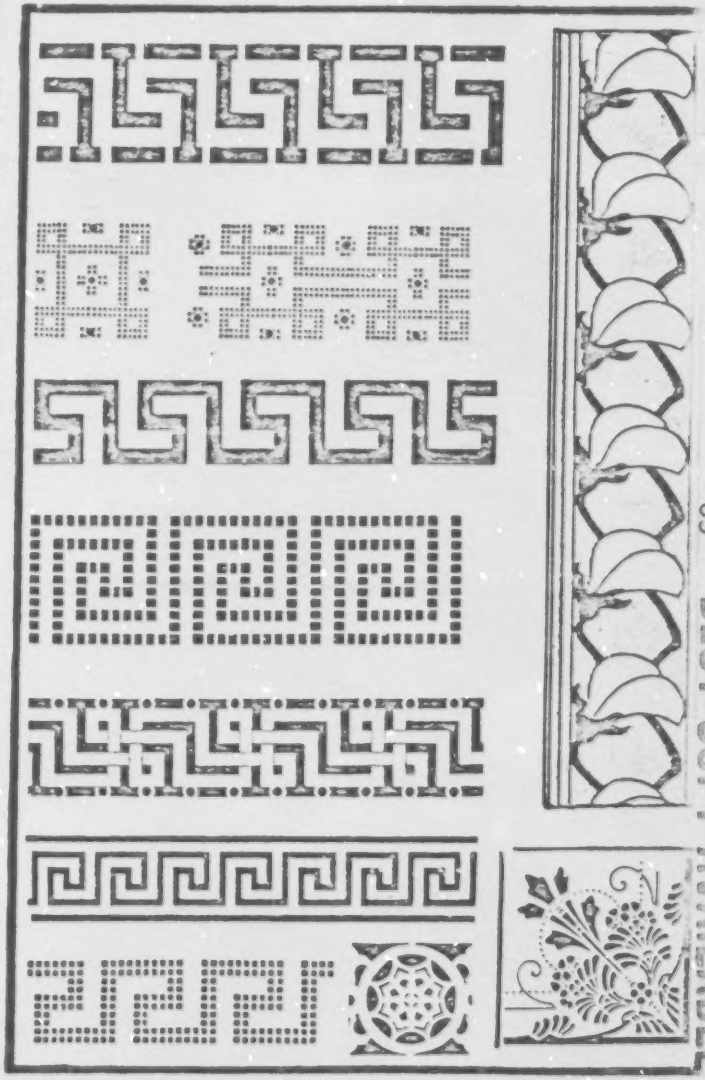
Plan 1: Using graph paper (2" square) work up a design by blacking in squares with a pencil or crayon. When desired design is complete transfer to good paper and carry design across the paper using several colors, one color, etc.

Note: Point out how some border designs are exactly the same design repeated and others are two designs alternated.

Plan 2: Work up an idea for a border design taking ideas from nature (stylize and simplify design). Work design across paper by just repeating or alternating. Finished design can be pen and ink, brush and ink, etc. This type in school was very often kept just black and white.



Conventional Leaf Decorations



Decorative, Running Border Suggestions

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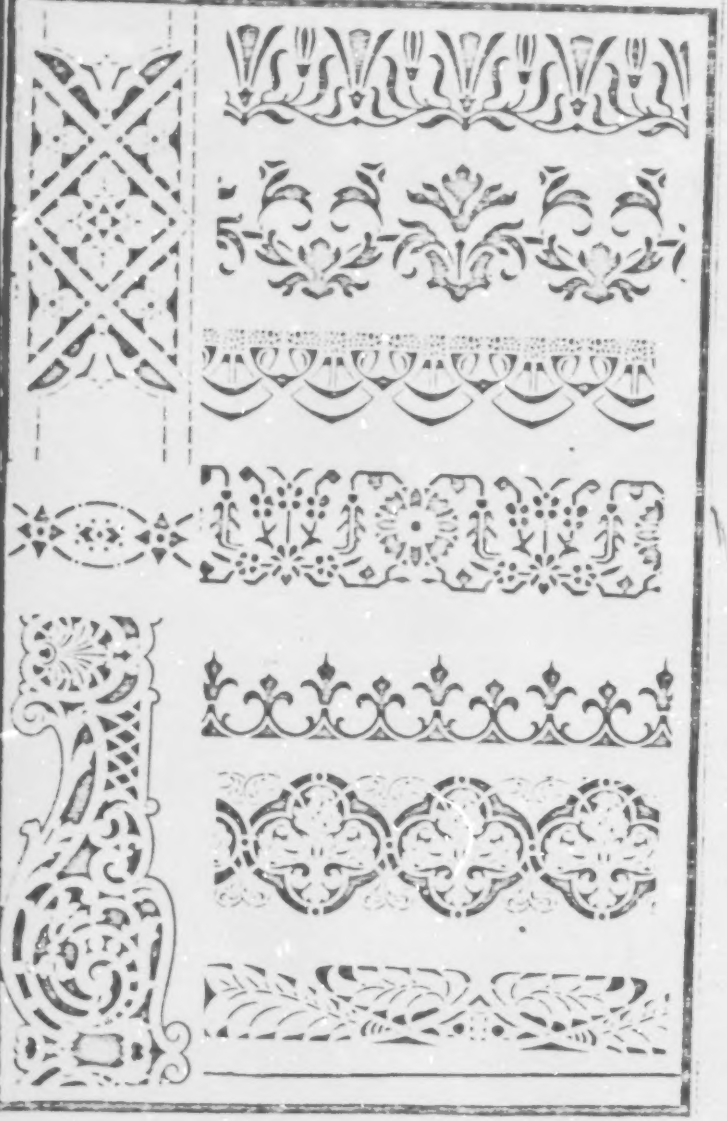
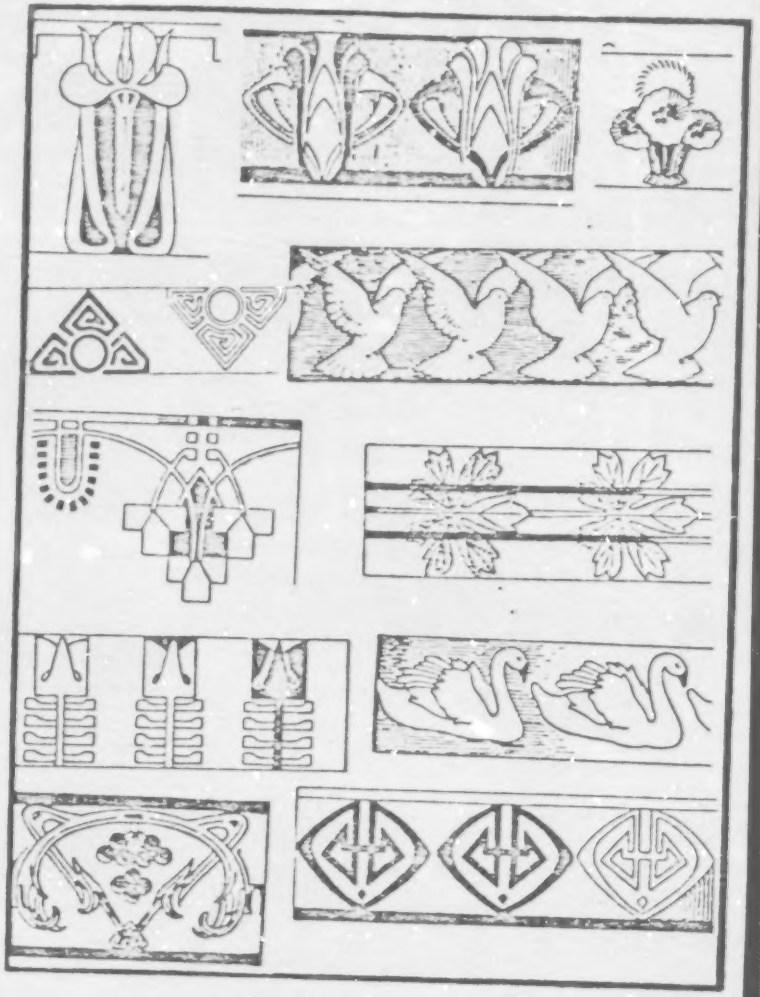


Good Borders for Decorations of All Kinds

35



Decorative Borders

66

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3. By the Shores of Silver Lake - Wilder, Laura Ingalls.
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5. Elementary Spelling Book, 1880-1908 - Webster, Noah.
6. Elements of Arithmetic, 1893 - Milne, William J.
7. Farmer Boy - Wilder, Laura Ingalls.
8. First Lessons - Colburn, Warren.
9. Little House in the Big Woods - Wilder, Laura Ingalls.
10. Little House on the Prairie - Wilder, Laura Ingalls.
11. Little Town on the Prairie - Wilder, Laura Ingalls.
12. McGuffey's Readers, 1-6, American Book Co., 1819 and 1897.
13. Old Time Schools and School Books - Johnson, Clifton.
14. On the Banks of Plum Creek - Wilder, Laura Ingalls.
15. Standard Arithmetic, 1886 - Appleton.
16. The Long Winter - Wilder, Laura Ingalls.
17. These Happy Golden Years - Wilder, Laura Ingalls.
18. Bingo, Osborne Nature Center, Elkader.

HOW WAS YOUR DAY?

1. What was the most interesting thing you did today? _____

2. What was your least favorite activity? _____

3. What was one thing you learned today? _____

4. What was the funniest thing that happened? _____

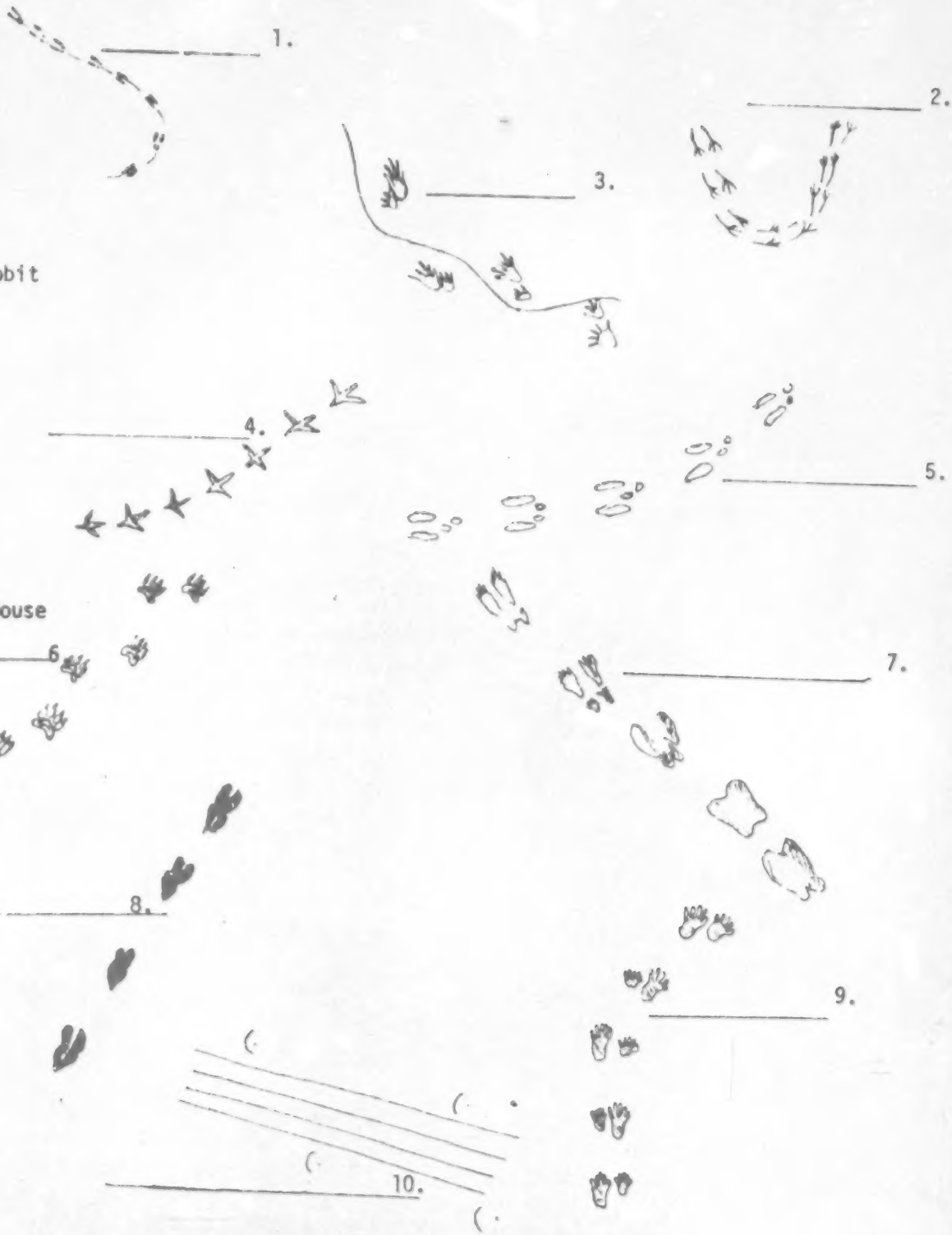
5. What was the most beautiful thing you saw today? _____

6. What did you do that you have never done before? _____

OUTDOOR ENVIRONMENTAL AWARENESS ACTIVITIES

1. Forest Footprints
2. I Heard
3. Bingo
4. Tree Key
5. Getting Acquainted with a Tree
6. Plant Puzzle
7. Square Meter Field Trip
8. Outdoor Hunt
9. Nature's Vocabulary
10. Poetry Page
11. Keying Trees and Nature Trails

FOREST[89] FOOTPRINTS



Fox

Deer

Cottontail Rabbit

Fox Squirrel

Raccoon

Junco

Pheasant

X-C Skier

Muskrat

White-Footed Mouse

I heard

Rifle

wind

frog

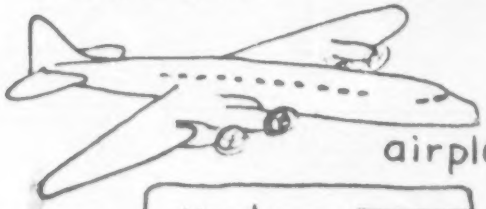
bird

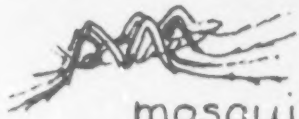
squirrel

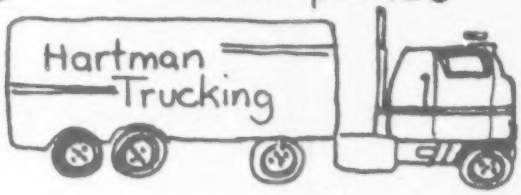
heart beat

bee

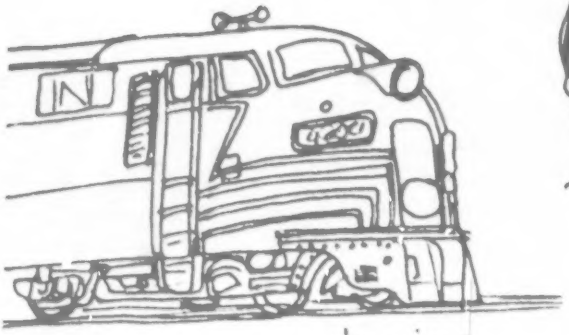
cicada


airplanes


mosquito


Hartman
Trucking
trucks

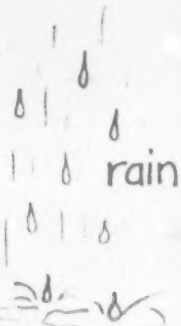
water


train

voices

automobile

children


rain

footsteps

dogs

cricket

OSBORNE CONS. ED. Center

OSBORNE CONSERVATION EDUCATION CENTER

BINGO

thorns

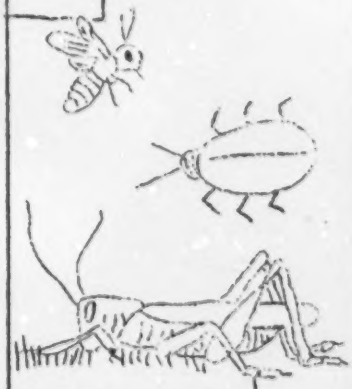
mushroom

blue berries

square stem

shaggy bark

red leaf



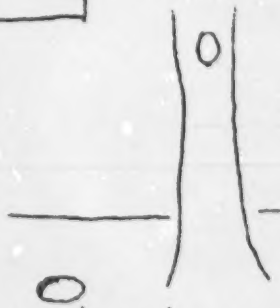
insect

bird

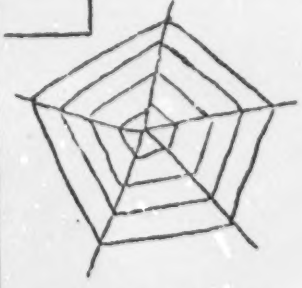
seed

Free Spot

vine

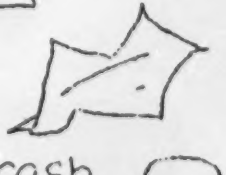


hole



web

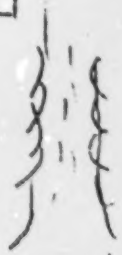
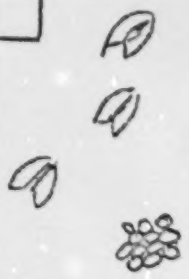
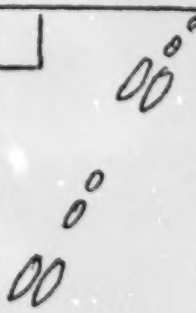
fuzzy leaf



trash pick it up!

red berries

B I N G O

thorns	 Shaggy bark	 Deer sign	Square stem	Owl Pellet
Walnut	tree seed	Free Spot	Bird Feather	Squirrel nest
Bird	Rose Hip	Trash (pick it up)	Animal Hole	Red bud
Spider Web	Maple leaf	 Rabbit sign.	Vine	Gall

C. LEAVES ALTERNATE AND SIMPLE (Continued)

QUAKING ASPEN
Populus
tremuloides

Leaves nearly round, with a small tip, margins finely toothed; leaf stems flattened; seeds in hanging tassels or catkins; bark whitish to yellow-green, smooth, with black branch scars, rough and furrowed at base.

LARGETOOTH ASPEN
Populus
grandidentata

Leaves oval, pointed, margins prominently wavy-toothed; leaf stems flattened; seeds in hanging tassels or catkins; bark olive-green to brownish green, smooth, with black branch scars, rough and furrowed at base.

COTTONWOOD
Populus
deltoides

Leaves triangular, with tapered point and flat base, margins coarsely toothed; leaf stems flattened; seeds in hanging tassels or catkins; bark light brown to gray, with deep grooves and prominent ridges.

WILLOW
Salix species

Leaves narrow, very long pointed with finely toothed margins; seeds in hanging tassels or catkins; bark on young branches yellow to green, shiny, on old trunks brown to black, with long ridges and deep grooves. Many species with generally similar characteristics.

BLACK CHERRY
Prunus
serotina

Leaves 3" to 6" long, narrow, taper pointed, margins finely toothed with sharp, in-curving teeth; fruit dark red, pea-sized, edible berries clustered and drooping stems; bark brown to black, broken into thin scales. (CHOKE CHERRY - Prunus virginiana - small tree; black fruit; good wildlife food.

BASSWOOD
Tilia
americana

Leaves 5" to 6" long, broadly heart-shaped with unequal sides, margins sharply toothed; pea-sized seeds hang from center of narrow, leaf-like structure, bark dark gray, compact, with shallow grooves and narrow parallel ridges.

AMERICAN ELM
Ulmus
americana

Leaves 4" to 6" long, oval, taper-pointed, base lopsided, margins coarsely double-toothed; bark dark gray, with flat, scaly ridges, and alternate light and dark corky layers; arching branches give trees "urn" shape. (SLIPPERY ELM - rubra; leaves sand-paper rough; bark without alternate layers.)

IRONWOOD
Ostrya
virginiana

Leaves resemble those of elm but more finely toothed and paperlike in texture. It will grow in full shade and has little commercial use, "weed tree."

SYCAMORE
Platanus
occidentalis

Leaves up to 10" wide, with 3 to 5 broad, pointed lobes; leaf stem hollowed at base; seeds in round dangling heads; bark mottled, brown scales flake off to expose tan, pale green or creamy white smooth underbark.

HACKBERRY
Celtis
occidentalis

Leaves resemble elm leaves but are more lance shaped, have a thinner texture and are paler green in color with prominent veins. The twigs are stubby and rough; the berry-like fruit is purplish in color and has a long stem. It is a favorite bird food; bark on older trees will always identify hackberry; it has high narrow ridges, standing out, with wide smooth patches between.

SHINGLE OAK
Quercus
imbricaria

Leaves regular shaped, not lobed. In this respect they differ form other oaks; the leaf has leathery texture; shiny green above and velvety underneath; fruit nearly round acorn about ½" long, covered half way with a shallow cup; "weed tree" in Iowa.

IOWA STATE CONSERVATION COMMISSION

DES MOINES, IOWA

SIMPLE KEY TO IOWA TREES

I. CONIFERS OR EVERGREENS

A. LEAVES LIKE NEEDLES

WHITE PINE
Pinus
strobus

Needles 5 in a cluster, 3" to 5" long, blue-green, soft, cones 4" to 8" long, with flexible scales; bark on young trunks smooth, greenish-gray, on old trunks gray and deeply furrowed; branches whorled.

RED PINE
Pinus
resinosa

Needles in pairs, 4" to 6" long, straight, flexible; cones egg-shaped, 2" long; bark reddish-gray to red, flaky; branches whorled. (AUSTRIAN PINE - P. nigra: needles same length as red pine, stiff, sharp, twisted; bark gray-black; not native.)

JACK PINE
Pinus
banksiana

Needles in pairs, 1" to 1½" long, often twisted; cones 1" to 2" long, lopsided, remaining for many years; bark brown to black scaly or furrowed. (SCOTCH PINE - P. sylvestris: needles slightly longer than jack pine; bark orange-red; not native.)

LARCH
Larix
decidua

Needles light blue-green, soft, single along new twigs, in clusters on sharp spurs on older branchlets; needles drop in autumn, spurs remain; cones ½" long, erect; bark reddish-brown, scaly. Also called tamarack; not native.

BALSAM FIR
Abies
balsamera

Needles fragrant, flattened, blunt ½" to 1¼" long, not stalked, two whitish parallel lines underneath, lying flat or up-curved; bark ash-gray, smooth containing pitch blisters; top of tree spire-like; branches whorled.

PONDEROSA PINE
Pinus
ponderosa

Needles occur in 2's and 3's on the same tree, 4" to 8" long, course and quite stiff; cones 3" to 6" long; bark dark brown on young trees becomes orange colored to cinnamon red; not native.

SPRUCE
Picea
species

Needles ¼" to ¾" long, 4-angled, sharp, on raised bases; bark scaly. (BLACK SPRUCE - P. mariana: cones nearly round, ¾" in diameter. (WHITE SPRUCE - P. glauca: cones oblong, 1" to 2" long. NORWAY SPRUCE - P. abies: cones 4" to 6" long; not native.)

YEW
Taxus
canadensis

Needles ½" to ¾" long, dark yellowish green above turning reddish brown in the winter, short stalked; has a red berry-like fruit, about ½" long and broader than long, used in ornamental plantings thrives in shade.

B. LEAVES LIKE SCALES

NORTHERN
WHITE CEDAR
Thuja
occidentalis

Leaves small, flattened overlapping scales, fragrant when crushed; cones ½" long, erect; bark gray-brown with narrow, interlacing ragged ridges. Also called arborvitae. Many ornamental varieties.

RED CEDAR
Juniperus
virginiana

Leaves small, overlapping, tight or sharp-tipped scales; fruit a pea-sized blue berry; bark reddish brown, shreddy. Also called juniper. Many ornamental varieties.

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II. BROADLEAVES OR DECIDUOUS TREES

A. LEAVES OPPOSITE AND SIMPLE

SUGAR MAPLE
Acer
saccharum

Leaves 3" to 5" long, as wide or wider, with 5 (or 3) pointed lobes, scattered secondary points along margins, seeds in pairs, wings parallel or slightly spreading, drop in autumn; bark on trunks gray, unevenly furrowed.

RED MAPLE
Acer
rubrum

Leaves 3" to 5" long, about as wide, usually with 3 pointed lobes, margins fine-toothed; leaf stem red; seeds in pairs, wings at right-angles, drop late spring; bark on twigs red, on trunk gray, flaky.

SILVER MAPLE
Acer
saccharinum

Leaves 3" to 6" long about as wide, deeply cut into 5 pointed lobes, margins coarse-toothed, silvery green underneath; seeds in pairs, wings in-curved, drop in late spring; bark on trunk light gray to brown, flaky.

NORWAY MAPLE
Acer
platanoides

Leaves 5" to 8" long, often wider, with 5 pointed lobes and scattered secondary points; leaf stem with milky juice; seeds in pairs, wings wide-spread, drop in autumn; bark on trunk dark brown, finely furrowed. Common street tree. Not native.

CATALPA
Catalpa
speciosa

Leaves opposite or whorled 8" to 12" long, heart-shaped, margin smooth; flowers white, showy; seeds in brown, slender, cigar-shaped pods 10" to 20" long; bark red-brown to gray-brown, broken into thick scales. Not native.

B. LEAVES OPPOSITE AND COMPOUND

WHITE ASH
Fraxinus
americana

Leaves with usually 7 short stalked, smooth or slightly toothed leaflets; seeds with paddle-shaped wings, 1" to 2" long; bark ash-gray with narrow, interlacing ridges and wedge-shaped grooves. (BLACK ASH - F. nigra: leaflets 7 - 11, not stalked. GREEN ASH - F. pennsylvanica: 5 - 9 leaflets, attached to axis of leaf by a short stalk.

BOX ELDER
Acer
negundo

Leaves with 3 to 5 oval, pointed leaflets, margins nearly smooth or coarsely toothed; paired seeds in persistent hanging clusters, wings in-curved, mature in early summer; bark light to dark brown, shallowly furrowed.

HORSE-CHESTNUT
Aesculus
hippocastanum

Leaves composed of 7 whorled, tapered leaflets, 5" to 7" long, margins bluntly toothed, stems grooved; flowers white, in showy upright clusters; seeds large, shiny, red-brown, in a thick spiny cover; bark dark brown, broken into thin plates. Not native.

C. LEAVES ALTERNATE AND SIMPLE

WHITE BIRCH
Betula
papyrifera

Leaves 2" to 4" long, oval, pointed, with rounded to tapered base, margins double-toothed; bark on twigs and young trees dark red, older trunks cream or chalky white, peeling in papery shreds or sheets.

YELLOW BIRCH
Betula
alleghaniensis

Leaves 3" to 5" long, oval pointed, with rounded or heart-shaped base, margins double-toothed, winter-green odor when crushed; young bark silvery yellow with papery curls, old trunks gray with ragged plates. (RIVER BIRCH B. nigra leaves smaller than yellow birch, distinctly wedge shaped at the base with dark green upper surface, double toothed margin.

C. LEAVES ALTERNATE AND SIMPLE (Continued)

WHITE OAK
Quercus
alba

Leaves 5" to 9" long, with 5 to 9 rounded or wavy lobes, and shallow or deep rounded spaces between; acorn covered one-third or less by cup, bark ash-gray to light brown, flaky.

BUR OAK
Quercus
macrocarpa

Leaves 6" to 12" long, lobes rounded, upper half of leaf broad, deeply cut near middle; acorn covered one-half or more by bur-frinned cup; bark brown or gray with long vertical ridges.

RED OAK
Quercus
rubra

Leaves 5" to 9" long, dull, lobes bristle-tipped, generally extending about half way to center; acorn covered one-quarter or less by shallow cup, bark brown to black, ridges flattened, smooth on upper trunk, inner bark pink.

BLACK OAK
Quercus
velutina

Leaves 5" to 7" long, shiny, lobes bristle-tipped, variable in length, but usually extending more than half way to center; acorn covered about one-third by loose-scaled cup, bark black, ridges rough, rounded; inner bark yellow.

PIN OAK
Quercus
palustris

Leaves 3" to 6" long, shiny, lobes bristle-tipped, variable in length, often extending nearly to center; acorn enclosed only at base by flat cup; bark black, shallowly grooved or smooth; branches slender, lower ones horizontal or drooping.

D. LEAVES ALTERNATE AND COMPOUND

SHAGBARK HICKORY
Carya
ovata

Leaves composed mostly of 5 tapered, finely toothed leaflets, the three upper ones largest, fruit 1" to 2" in diameter husk thick, separating into 4 sections, nut edible; bark light gray, with loosely attached outcurving strips.

BITTERNUT HICKORY
Carya
cordiformis

Leaves composed of 7 to 9 tapered, finely toothed leaflets, more or less equal in size; fruit about 1" in diameter, husk thin, opening only half way, nut bitter, bark gray, tight, with narrow, flat interlacing ridges.

BLACK WALNUT
Juglans
nigra

Leaves 1' to 2' long, composed of 15 to 23 finely toothed leaflets; fruit 1½" to 2" in diameter, containing an edible nut; bark with interlacing, rounded ridges, deep brown, chocolate brown when shaved.

BLACK LOCUST
Robinia
pseudoacacia

Leaves composed of 7 to 19 oblong, blunt, smooth marginal leaflets; twigs with short prickers; flowers white, fragrant, in drooping clusters; seeds in short, flat pods; bark thick, coarse, dark reddish brown.

HONEY LOCUST
Gleditsia
triacanthos

Leaves are singly or doubly compound and have leaflets 1" to 1½" long with rounded tips; buds are small; twigs slender, shiny, greenish to reddish brown; fruit is a large, long, dark brown, flexible, curved pod with bean shaped seeds; green pods contain honey-like fluid from which the tree gets its name; bark on larger trees breaks into long, thin, flat ridges which sometimes curl at the edges; often has thorns.

KENTUCKY COFFEE TREE
Gymnocladus
dioicus

Leaves often branched into several stems each with 15 to 30 leaflets, 1" to 2" long, minutely toothed; seeds in a flat, twisted reddish-brown pod, 12" to 18" long; bark gray, broken into broad flat plates, thorns on branches and trunk.

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GETTING ACQUAINTED WITH A TREE

OBJECTIVES:

Affective learning: Appreciation, awareness, expanding sensory perceptions, comparing current life styles with native Americans.

1. "Make friends with a leaf"

   Form a circle around a large tree. Each member of the group take hold of a leaf. Touch it, smell it, look it over carefully. Notice the details of the leaf: color, veins, notches, softness, shininess, scars, etc. Imagine what has happened to cause the scars or color changes. After 3-5 minutes to get acquainted with the leaf, all leaves are collected and placed in the center of the circle. Locate your leaf friend.

2. Examine the bark of several trees. Choose one tree to make a bark rubbing. Smell the bark. How is the old bark on the tree different than bark on younger branches? Look for life on the bark. How does your tree caste seeds? Are there any seedlings close by? How does the tree care for itself? What things are damaging your tree? Look to see what colors are on the tree. Listen to your tree. What sounds does it make? Look at the leaves. How many different shapes of leaves can you find?

3. Estimate the age of your tree. Use a piece of string and measure the distance around the trunk of your tree. (it's circumference).

   $C = \frac{22}{7} \times d$ (diameter) $\qquad d = \frac{7\ C}{22}$

   Multiply the distance around the tree trunk times 7 and divide that answer by 22. This gives the diameter of the tree (distance across the trunk).

   Estimate the age of the tree by multiplying the diameter times:

   2½ -- chestnut, white elm, tulip tree

   3 -- black walnut

   3½ -- black oak

4 -- birch, sweet gum, chestnut oak, red oak, scarlet oak, and sycamore

5 -- ash and white oak

6 -- beech, sour gum and sugar maple

8 -- shagbark hickory

As a group, brainstorm historical events that occurred during the life of the tree. Write an autobiography of your tree or a history of what your tree has seen during its life.

4. Take a photograph of your tree or draw a picture of your tree, showing its shape. Describe its shape. Write a poem about the tree.

5. Find a quiet place within sight and sound of the teacher. Sit, do not talk. Think your own thoughts. Take a nap.

Teacher: Follow suggestions from Project Learning Tree K-6 #88.

Share your experiences and feelings with the group if you like. Share what you heard, smelled or touched.

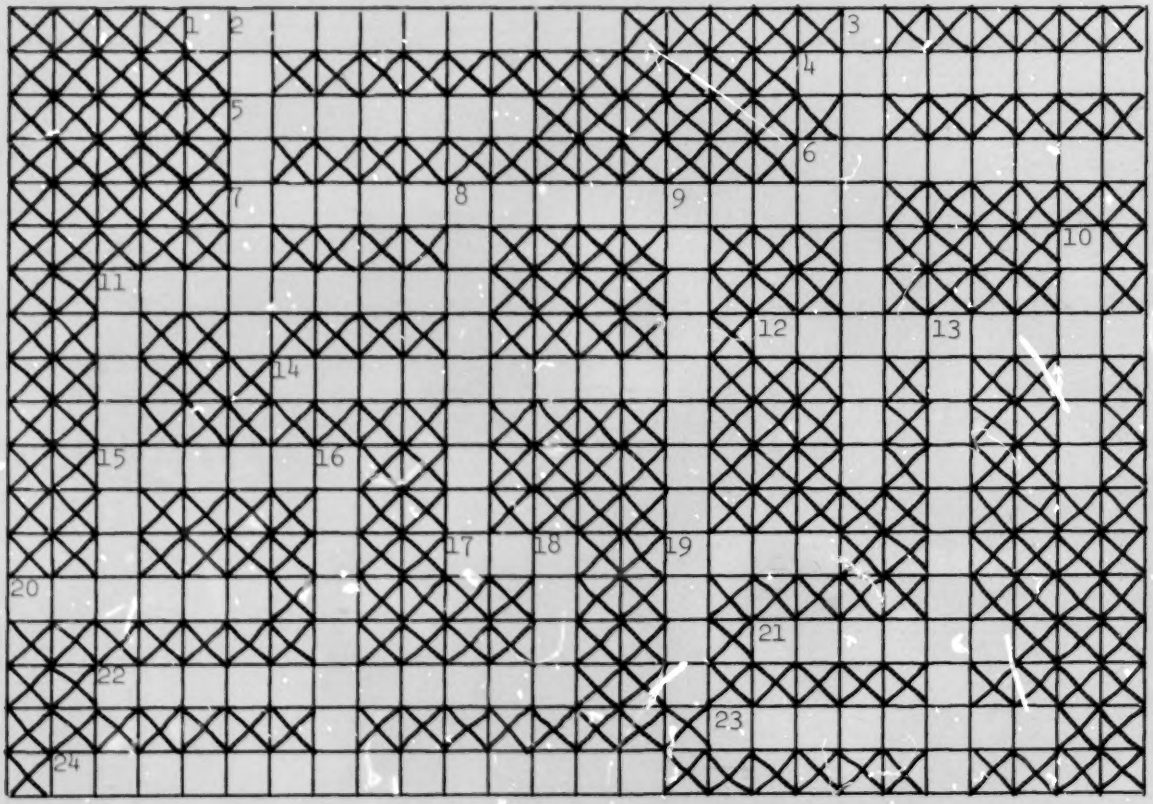
6. Take a hike and as you walk look for the "Ugliest Plant" you can find. Your teacher will try to show you why these plants are not ugly.

7. Write weather grams. Write a short poem about the out-of-doors (the weather, trees, flowers, birds, etc. or use your poem from #4). Copy the poem in permanent ink (use super dooper handwriting) on a 3½ by 12 inch piece of paper cut from a grocery bag. Fold over the top, punch a hole and thread it with a piece of twine. Hang it on a bush or branch along a trail.

As your poem hangs out-of-doors, it is finished by the weather. Check them after months of weathering.

You might hang them where passers-by can enjoy and ponder them. Make a small symbol or initial on your poem so you can identify it later.

BLACK HAWK PARK



ACROSS

1 broad, simple, alternate leaf with coarse teeth, flattened petiole (Populus)

4 compound, opposite leaf, 3-5 leaflets, irregular shape, fruit like a maple (Acer)

5 leaf stalk

6 conifer, needle-like leaves (scale-like and awl shaped), purple berries (Juniperus)

7 compound, alternate leaf with 5 leaflets, finely toothed, upper 3 leaflets largest, edible nut, has a very shaggy bark (Carya)

11 compound, alternate leaf, 7-17 leaflets, toothed leaflets, prominent hairy fringe above leaf scar, sometimes called white walnut, pear shaped nut (Junglans)

12 simple, alternate leaf, like elm but more lance shaped, are paler green, berry-like fruit (purplish with long stem) (Celtis)

14 simple, opposite leaf, 3-5" long and 3-5" wide, 5 pointed lobes, seeds are paired with wings (Acer)

15 simple, alternate leaf, long and narrow, usually toothed. Tree grows along streams, stems are used to make whistles in the spring (Salix)

17 simple, alternate leaf, lopsided base, 4-6" long, oval shaped, leaves are sandpaper rough, double toothed. Many of these trees have been attacked by a fungus.

19 perennial dicot with woody stems showing annual growth rings.

20 simple, alternate leaf, 5-9" long, lobes bristle tipped. Has an acorn with a flat, saucer-shaped cup covering the base of the acorn only (Quercus)

21 one leaf with a bud at the base of the leaf where it is attached to a twig

22 surroundings

23 leaflets attached to a stalk with a bud where the stalk is attached to a twig

24 twice compound leaf with 40 or more pointed leaflets, fruit is a woody pod 4-10" long (Gymnocladus)

DOWN

2 leaf arrangement

3 leaves alternate, compound or twice compound, 18 or more leaflets (1-2" long), thorns on branches and trunk, seeds are in a flat, reddish-brown twisted pod

6 abbreviation for a train crossing

8 leaf arrangement

9 preserving natural resources

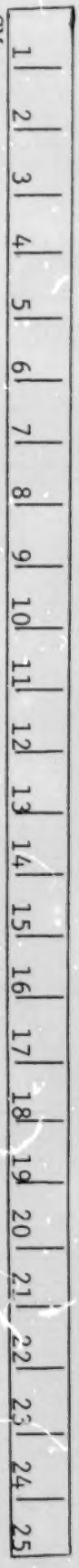
10 simple, alternate leaf that is 5-10" long. The upper part of leaf is broad. Acorn covered ½ by a fringed cup (Quercus)

11 simple, alternate leaf that is 5-6" long, heart-shaped, margins toothed. Tree has pea-sized seeds (Tilia)

13 compound, alternate leaf that is 1-2' long. Usually has 11-17 finely toothed leaflets with the end leaflet often absent or smaller. Fruit is spherical and 2" diameter. (Juglans)

16 simple, alternate leaf 5-9" long with rounded or wavy lobes. Acorn covered 1/3 by a cup. (Quercus)

18 square stemmed herb, leaves opposite (Labiatae), fifty species of this angiosperm in Iowa



SQUARE METER FIELD TRIP

Get string from your teacher. You and your partner make a circle on the ground with your string.

Be very quiet for 2 minutes.

How many noises do you hear? _____ What are some of the noises? _____

How many kinds of plants are in your circle? _____

What is the temperature in your circle? _____

Remove some dead leaves.

Did you find an animal with many legs? _____

Did you find a red animal? _____

Did you find a hopping animal? _____

Draw a picture of one thing you saw under the leaves. (Be sure and put leaves back!)

What are some signs that show people have been in or near your circle?

Measure the smallest plant. _____

Measure the tallest plant. _____

Write three things in your circle that animals would like to eat?

Find a "special object" in your circle:

Write one word to name what it is. _____

Write two words to tell what it looks like. _____

_____

Write three words about what it is doing. _____

_____ _____

Write four words to describe how you feel about it. _____

_____ _____ _____

Finish with one word that to you means the same as the first word.

_____

(Did you know you just wrote a poem?)

OUTDOOR HUNT

1.	Find and pick up two pieces of litter.	2 pts.
2.	Find two different trees.	2 pts.
3.	Identify the two trees you found.	1 pt. bonus
4.	Find two different shrubs.	2 pts.
5.	Identify the two shrubs you found.	1 pt. bonus
6.	Find signs of animal homes.	2 pts.
7.	Find some animal tracks.	1 pt. bonus
8.	Find an outside trash can and put the litter you picked up in it.	2 pts.
9.	Find an outside bird feeder.	2 pts.
10.	If you cannot find a feeder, why don't you and your classmates build one later.	5 pt. bonus
11.	Think of two adjectives describing the weather.	2 pts.
12.	Think of two adjectives describing the grass.	2 pts.
13.	Think of two adjectives describing the trees.	2 pts.
14.	Write two different words describing TWO different sounds you heard today.	2 pts.
15.	Name two insects you saw.	2 pts.

NATURE'S VOCABULARY

Next to each letter, list as many items as you have observed beginning with that letter.

A.
B.
C.
D.
E.
F.
G.
H.
I.
J.
K.
L.
M.
N.
O.
P.
Q.
R.
S.
T.
U.
V.
W.
X.
Y.
Z.

POETRY PAGE

Pick one thing you saw today.

Write one word to name what it is. _____

Write two words to tell what is looks like. _____

_____

Write three words about what it is doing. _____

_____ _____

Write four words to describe how you feel about it. _____

_____ _____ _____

Finish with one word that to you means the same as the first word.

_____

You just wrote a poem!

KEYING TREES AND NATURE TRAILS

OBJECTIVES:

To learn systematic identification of trees and shrubs.
To learn about biological growth processes of the tree.
To learn about the uses of trees and shrubs.

1. As a group, key several trees and shrubs in the area, review or go over using the key.

2. On a pre-marked trail, position two people every 50-75 feet. Let each group explore their area in a 25 foot radius, keying all trees and shrubs in that area, estimating the age and development of the trees. They should discuss the evolution of the area, what is happening and what will happen.

3. After keying all trees and shrubs in the area, each group should look up the trees and shrubs to find out the habits of these trees in an environment. How do they grow best? Where do they grow best? What kind of soil do they grow best in? How much sunlight do they need? How much water do they need?

   Find out the uses of these trees and shrubs both today and by the Indians and pioneers.

4. Give your area a title. Write a paragraph about the area giving information about the trees and shrubs that could be included in a nature guide for other people to follow.

5. Walk through the entire trail as a group. When the group reaches your area, read your paragraph and discuss.

6. If time, make sun prints of leaves. (Use fallen leaves and share your leaves.)